

# **Houston Independent School District**

## **116 Briargrove Elementary School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

## BRIARGROVE



WHERE INTEGRITY AND INQUIRY LIGHT THE WAY

### Mission Statement

- ❖ The power and influence of the teacher in a child's classroom underscores the critical work we have as professionals. As such, we organize and prioritize so that we work at peak levels in the presence of students. When we are collectively firing on all cylinders, the fuel of Briargrove is ignited.
- ❖ As an IB Primary Years Programme, we understand the priority need of decreasing the dominance of teacher voice and increasing the dominance of academic dialogue among students and between students and their teacher.
- ❖ At Briargrove, students will have frequent opportunities to individualize their own learning through voice, choice, and ownership...
- ❖ Briargrove is a place where we honor great thinking, doing, writing, solving, creating, and serving. It is a caring community where students and staff are known as individuals and valued for their unique contributions to the learning community and the common good.
- ❖ Briargrove teachers and staff provide a safe haven for students. Unique personal and cultural perspectives represented among our families are valued for the enriching global perspective and multicultural education necessary to authenticate connectedness between learner agency, academic engagement, and a sense of belonging for every student.

# Vision

## Briargrove Elementary



### *Where Integrity & Inquiry Light the Way*

*Briargrove is a place where students can co-create their learning through voice, choice and ownership...a place where students and staff are known as individuals and valued for their unique contributions to the learning community. We honor great thinking, doing, writing, solving, creating and serving.*

*Briargrove teachers and staff provide a safe-haven for students. Unique personal and cultural perspectives represented among our families are viewed as levers to deepen connectedness between learner agency, academic engagement and a sense of belonging for every child.*

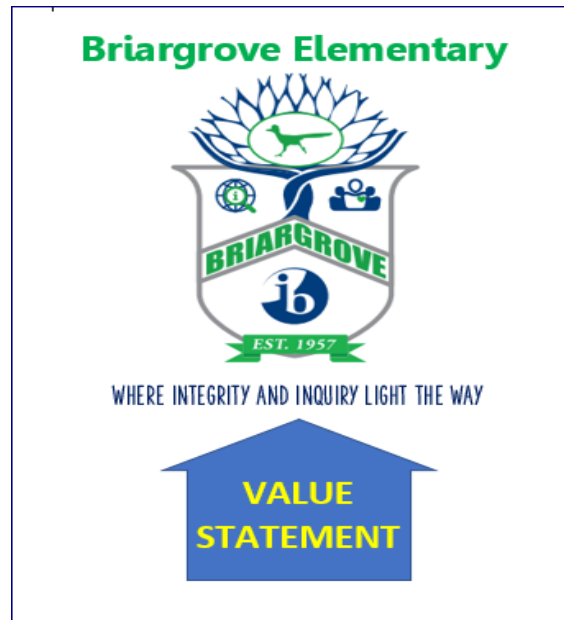
#### **Integrity**

*Briargrove develops principled learners who have a deep sense of personal integrity and who are knowledgeable about academic honesty. We hold ourselves and others accountable to being the best. We honor agreements and work collaboratively and courageously to achieve an environment of teaching and learning excellence.*

#### **Inquiry**

*As an IB Primary Years Programme, we are about tough academic thinking and provoking*

## Value Statement



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# Comprehensive Needs Assessment

Revised/Approved: October 12, 2021

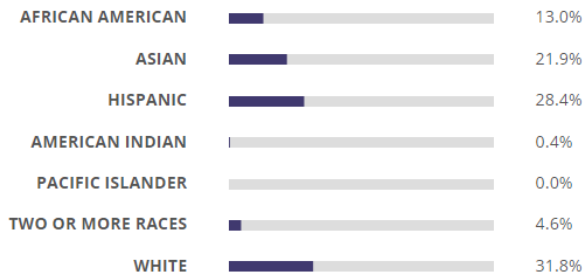
## Demographics

### Demographics Summary

Briargrove Elementary, founded in 1957, serves students in pre-kindergarten through fifth grade. Located within District VII, the school is currently represented by Trustee Ann Sung. With over 40 languages spoken among our student body, it is a very family-oriented friendly environment. A unique characteristic of the school's student population of 800-850 students is that the entire attendance zone is within two miles of the campus, which promotes a deep sense of pride and advocacy among families. The school's Parent Teacher Organization has played an extremely important role in supporting teachers and staff with fundraising and facilities improvements which have improved the overall safety and security in the school. In close proximity to Galleria and Uptown areas, the school is appealing to internationally-minded Houstonians and people from all around the world.

A climate of inclusivity and sense of community shapes the fabric of everyday life at Briargrove. This characteristic may be due in part to the IB PYP instructional programming and the regular integration of IB Learner Profile traits which is built upon a model of self-discovery, inquiry, and action-oriented projects. In addition to becoming an IB World School in 2017, enrichment programming includes multicultural lab, instrumental music, visual arts, science lab, and library. Specialized programming is designed to meet the needs of identified gifted and talented students, special needs (P.A.L.S.) and English learners.

STUDENT ENROLLMENT BY RACE/ETHNICITY



### SPECIAL POPULATION GROUPS

Economically Disadvantaged	42.50%
Students Receiving Special Education	5.10%
Gifted & Talented	12.50%
English Learners	26.20%
At-Risk Students	46%

The school's Parent Teacher Organization has played an extremely important role in supporting teachers and staff with fundraising and facilities improvements which have improved the overall safety and security in the school. Whether the parent is a homeowner or renting an apartment, there is a strong degree of advocacy and involvement in their child's education. The global pandemic affected our students and families in a variety of ways. Our families who may never have struggled financially are finding themselves looking for employment and have less time and resources. Our community, like our country, have experienced loss, grief, illness and are extraordinarily fatigued by the enduring presence of Covid-19.

### Demographics Strengths

The greatest strength of our demographic make up is the element of balanced diversity. Within the demographic label of "white", one will find another subset of international representation. At Briargrove, there is no single student population dominating the culture of the school, instead students of all ethnicities enjoy a sense of belonging. It's very common to see older students lend a helping hand to a nervous pre-kindergarten child without being prompted by an adult. Our 4th and 5th graders are extremely eager to volunteer to serve in safety patrol or be ambassadors for Kindergarten Round Up.

### Problems of Practice Identifying Demographics Needs

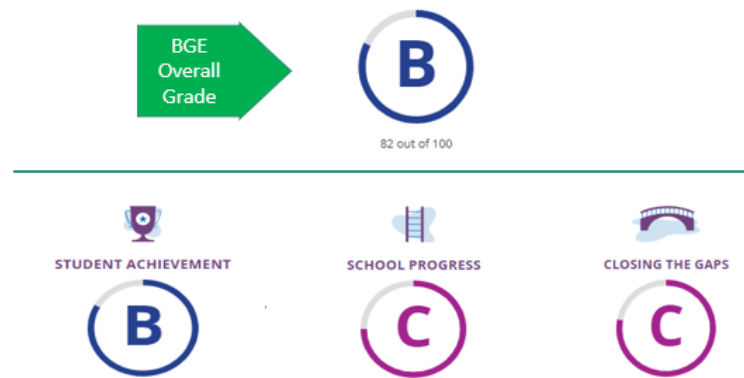
**Problem of Practice 1 (Prioritized):** TEA designated Asian student performance in need of targeted assistance due to the significant gap in meeting the target performance score. **Root Cause:** Anemic systems and procedures for ongoing data analysis protocols

# Student Learning

## Student Learning Summary

Briargrove Elementary has consistently maintained on overall grade of B in the TEA Accountability System. While the overall grade is a B, a clearer indicator of strong instruction, assessment and student success is found in school progress and closing the gaps measures. In conducting a deeper analysis of student performance for each domain, there is an urgent need to address systems and processes which drive instruction, collaboration, data analysis, and monitoring systems for teacher effectiveness through coaching, feedback and support. Trend data suggests that the downward trend occurred over several years, rather than a sudden dip.

The 2019-2020 analysis is captured in the graphic below. A grade of C in the areas of academic progress and closing the gaps is a priority need which will be addressed in multiple sections within the 2021-2022 School Improvement Plan.



With consecutive interruptions in TEA accountability data due to the global pandemic, 2019-2020 trend data was analyzed as part of the process to formulate a needs assessment for 2021-2022. One of the first processes utilized was to examine campus comparison data with similar schools in HISD and inclusive of TEA's campus comparison group.

In the table below, Briargrove's performance ranked the lowest of the group with one exception. Additionally, Briargrove's % of vulnerable students groups, such as economically-disadvantaged and English learners is lower than each of the comparison schools.

HISD COMPARISON GROUP	Economically Disadvantaged	English Learners	Domain I: Student Ach	Domain II: Acad. Prog	Domain III: Closing Gaps	Academic Distinctions
<b>BRIARGROVE</b>	39%	26%	83	75	78	0
Condit	39%	25%	93	90	100	6
Mark White	71%	49%	76	86	79	4
School at St. George	49%	33%	88	85	89	3

Parker	42%	26%	90	86	92	5
Herod	48%	26%	88	89	94	5

Since 2019, Briargrove was identified as a campus in need of targeted support and assistance (Asian student group). In reviewing 2021 STAAR results, it is evident there is a significant learning gap.

Domain III: Closing the Achievement Gap (2020-2021 Results)						
Student Groups	Reading			Math		
	Target	Outcome	Diff	Target	Outcome	Diff
All Students	44	44	Met	46	36	-10
African American	32	30	-2	31	12	-19
Asian	74	50	-24	82	56	-26
Hispanic	37	33	-4	40	20	-20
White	60	56	-4	59	46	-13
Economically Disadvantaged	33	32	-1	36	24	-12
English Learners	29	37	8	40	36	-4

### Student Learning Strengths

While the data tables shown above create concern, there are also indicators of the campus's ability to make significant strides through more effective communication, articulation of campus vision and goals, and monitoring systems to regularly conduct checks and balances aligned to school improvement needs.

### Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** Teachers have been allowed to teach with materials based on individual preference of curricular resources and materials rather than standard district/campus based resources, making it difficult to onboard teachers effectively or to collaborate, analyze data, or to have shared learning goals for students (Phonics Awareness/Reading Comprehension/Writing) **Root Cause:** Frequent principal turnover; Covid 19 impact; lack of systems or procedures captured in an organized manner from year to year; accountability

**Problem of Practice 2 (Prioritized):** School-wide math performance requires urgent attention based on lack growth and meeting target score. **Root Cause:** Lack of standardized agreements, expectations, and assessment practices to drive instruction; Lack of priority at the lower grades.

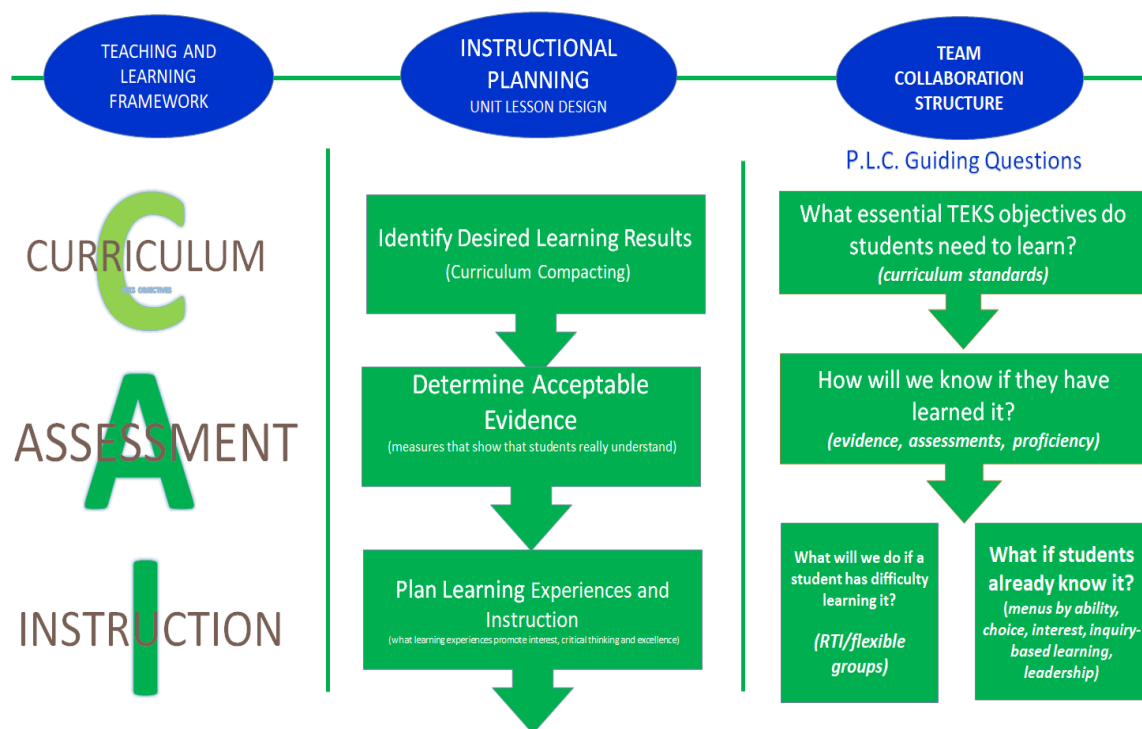


# School Processes & Programs

## School Processes & Programs Summary

One of the strengths at Briargrove is a the inter-connectedness between the parent and staff community. Most staff members have very close ties with the area around the school, including personal and family ties with students and other staff. It was surprising to learn of the campus's high teacher turnover rate from year to year even prior to the global pandemic. Interviews with veterans and teachers who had been at the school under two years shared that they felt quite lost for most of the year. Because teachers within a team used different resources from one another, it was a challenge to know what direction a first year teacher ought to go. The impact of Covid 19 exacerbated teacher turnover; fourteen teachers were hired for the 2021-2022 school year. A tremendous amount of time and effort was invested in creating visual logic models to unify the staff around a common language for instructional work while providing newer staff members with a manageable view of systems and processes. A major focus of school improvement at Briargrove is to create alignment and establish systems and processes for checks and balances throughout the year.

**Table I:** The graphic below is one example of how three important structures viewed side by side in a visual model creates more intentionality than if described as separate concepts.



**Table II:** HISD provides tremendous resources and tools. To help our staff make sense of how these puzzle pieces work together, our leadership team collaborated together to

create the visual below which merges HISD-required elements with campus-driven initiatives. The effort is designed to help staff better understand the strategic direction of the school which fosters confidence and efficacy in the work.

### **Instructional Leadership Team:**

Each member of our campus leadership team provides oversight for the instructional area in which they possess expertise. We have begun developing an instructional "look for" document pairing appropriate instructional objectives with the most appropriate scoring criteria of the Teacher Appraisal and Development System. Teachers have shared that they like the specificity of the document as it increases their confidence to execute higher levels of instructional expectations. In addition, the look fors document ties in critical parts of the campus vision and mission.

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

As part of the needs assessment process, we discovered that our grade level team leads lacked proper training for leading a group of teachers. With the complex and sophisticated work ahead, it was important to invest time and resources in establishing a common team collaboration framework that would be adopted school-wide. Professional Learning Communities (PLCs) is the most effective form of professional development to help teachers with shared goals work together to expand their knowledge and improve their craft. Typically, a PLC consists of a facilitator leading a team of teachers that meets regularly to learn new topics, share ideas, and problem solve.

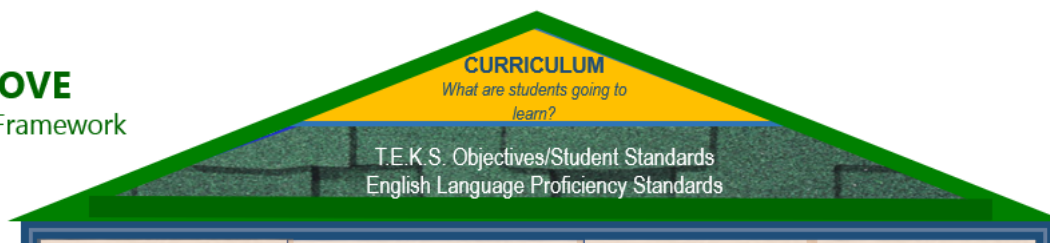
Dr. Chad Dumas, author of the book "Putting the C in PLC", will deliver a two-day PLC Institute on-site at Briargrove Elementary School:

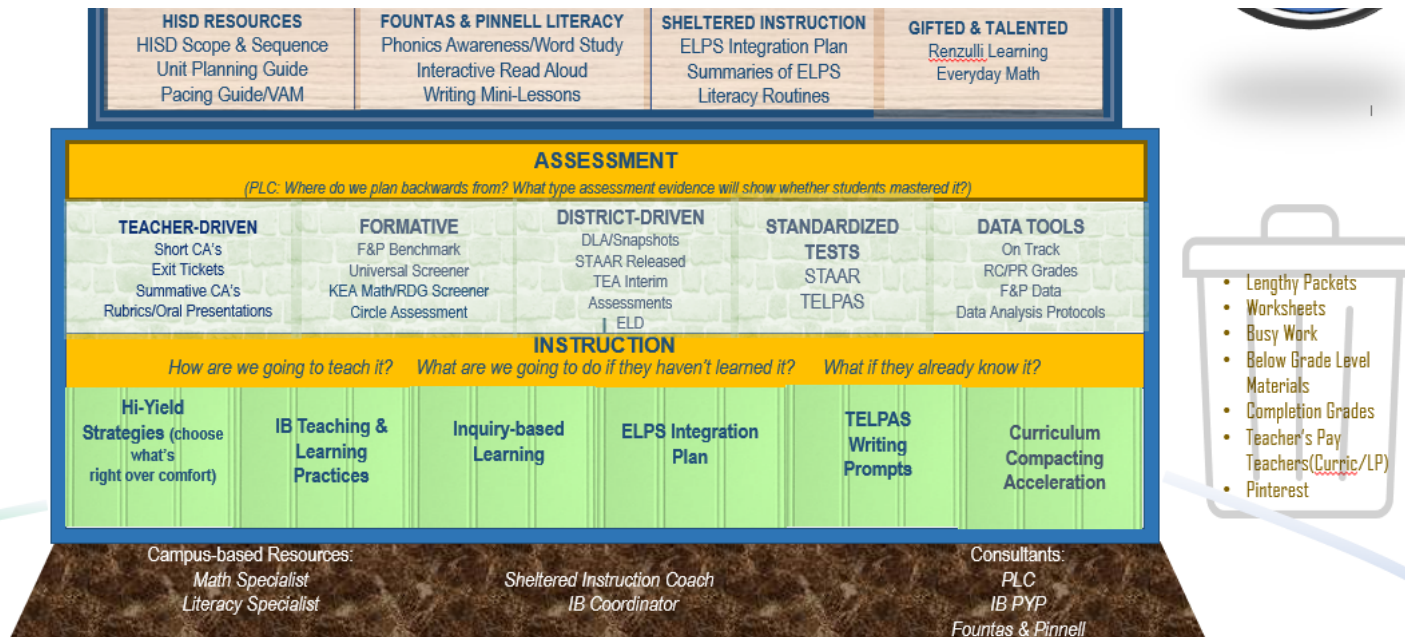
- August 17, 2021 8:30-3:30PM
- October 4, 2021 8:30-3:30PM

Desired Outcomes:

- Establish common language around collaborative planning and apply the PLC principles with their team.
- Establish norms and develop strategies for having a courageous conversations about teaching and learning with best practices.
- Create a sense of shared responsibility for all students through data-driven dialogue

**BRIARGROVE**  
Instructional Framework  
At-A-Glance  
2021-2022





## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1 (Prioritized):** The fidelity of our IB PYP model has been minimized by the persistent state of disaster and the challenges of delivering instruction virtually. The problem has been exacerbated by the high turnover rate among teachers which is of concern for budgeting purposes and knowledge capacity for implementing IB in the classroom.

**Problem of Practice 2 (Prioritized):** Teachers have been allowed to teach with materials based on individual preference of curricular resources and materials rather than standard district/campus based resources, making it difficult to onboard teachers effectively or to collaborate, analyze data, or to have shared learning goals for students (Phonics Awareness/Reading Comprehension/Writing) **Root Cause:** Frequent principal turnover; Covid 19 impact; lack of systems or procedures captured in an organized manner from year to year; accountability

# Priority Problems of Practice

**Problem of Practice 1:** TEA designated Asian student performance in need of targeted assistance due to the significant gap in meeting the target performance score.

**Root Cause 1:** Anemic systems and procedures for ongoing data analysis protocols

**Problem of Practice 1 Areas:** Demographics

**Problem of Practice 2:** Teachers have been allowed to teach with materials based on individual preference of curricular resources and materials rather than standard district/campus based resources, making it difficult to onboard teachers effectively or to collaborate, analyze data, or to have shared learning goals for students (Phonics Awareness/Reading Comprehension/Writing)

**Root Cause 2:** Frequent principal turnover; Covid 19 impact; lack of systems or procedures captured in an organized manner from year to year; accountability

**Problem of Practice 2 Areas:** Student Learning - School Processes & Programs

**Problem of Practice 3:** School-wide math performance requires urgent attention based on lack growth and meeting target score.

**Root Cause 3:** Lack of standardized agreements, expectations, and assessment practices to drive instruction; Lack of priority at the lower grades.

**Problem of Practice 3 Areas:** Student Learning

**Problem of Practice 4:** The fidelity of our IB PYP model has been minimized by the persistent state of disaster and the challenges of delivering instruction virtually. The problem has been exacerbated by the high turnover rate among teachers which is of concern for budgeting purposes and knowledge capacity for implementing IB in the classroom.

**Root Cause 4:**

**Problem of Practice 4 Areas:** School Processes & Programs

**Problem of Practice 5:** BGE became a Title I school in 2021-2022. Regrettably, the HOA board holds a misconception that having a Title I school in their neighborhood will lower property values. Past and current PTO Presidents have urged the principal to reject Title I status, including associated funding. The principal explained the illegality of it; however, it is a delicate matter of community culture.

**Root Cause 5:** Fear; Persistent unchecked circulation of misinformation by HOA board members; Persistent school leader turnover;

**Problem of Practice 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Running Records results
- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# 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:** At least 50% of all Briargrove students will achieve Meets Grade Level Standard on the STAAR Reading exam, as compared to 44% in the 2020-2021 school year.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> All K, 1st, and 2nd grade students will have completed at least 33 Fountas & Pinnell Phonemic Awareness/Word Study mini-lessons by December 19, 2021. <b>Evaluation Data Sources:</b> Fountas & Pinnell Benchmark Fountas & Pinnell Phonics/Word Study Universal Screener <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** All core classroom teachers will receive 4 full days of Fountas & Pinnell training from consultant to effectively apply skills and knowledge for explicit explicit teaching of phonemic awareness/word study to all students.

**Strategy's Expected Result/Impact:** 1. To counteract the impact of past practices in which a wide variety of different phonemic awareness programs being used by teachers on the campus.  
 2. To establish a common language around research-based literacy and language practices and to significantly improve/increase effective collaboration and problem solving among grade level teams.

**Staff Responsible for Monitoring:** Principal  
 Lauren Berlin, Literacy Specialist  
 All Appraisers

**Action Steps:** 1. Deliver Fountas & Pinnell customized on-site training to all classroom teachers at 4 intervals during the school year to ensure successful implementation and use of materials that were purchased for campus (Phonics, read alouds, writing mini-lessons).  
 2. Literacy specialist and Principal will engage teams in establishing a grade level completion of mini-lessons. t  
 3. Reinforce expectation and track teacher progress throughout fall semester.  
 4. Literacy specialist will model mini-lesson and assist teachers with pacing strategies.

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> All 3rd, 4th, and 5th grade ELAR students will have completed at least 25 Fountas & Pinnell Phonemic Awareness/Word Study mini-lessons by December 19, 2021. <b>Evaluation Data Sources:</b> DLA/Snapshot Results F & P Benchmark Data Writing Samples Teacher-made Common Assessments PLC Meeting Agendas & Minutes Science of Teaching Reading Practices Classroom Observations <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** Provide 3rd-5th Grade ELAR teachers with 4 full days of Fountas & Pinnell training with qualified consultant to build teacher skills and knowledge for teaching explicit phonemic awareness/word study mini-lessons to all students.

**Strategy's Expected Result/Impact:** To counteract the effects of virtual instruction and inconsistent access to explicit instruction for phonemic awareness. To increase reading comprehension skills, a critical pre-requisite for writing development. Strengthen teacher knowledge to improve the quality and intentionality of guided reading instruction.

**Staff Responsible for Monitoring:** Principal  
Math & Literacy Specialists  
Appraisers

**Action Steps:** 1. Encourage 3rd-5th grade teachers to incorporate this new learning into their IPDP goals.  
2. Provide concrete support from Literacy Specialist which may include model lessons, lesson plan support, peer observation cycle  
3. Establish goal of completing a minimum number of mini-lessons with input from the PLC to be completed no later than December 19th.  
4. Obtain schedule of when mini-lessons will be taught and conduct focused walkthroughs and feedback conversations to recognize and reinforce teacher success.

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> All Briargrove teachers will meet the campus expectation for posting daily instructional objectives to effectively drive high level instruction; requirements include 1.) Content Target; 2.) Context; 3.) Depth of Rigor (TEKS Verb). <b>Evaluation Data Sources:</b> Walkthroughs Observations Unit Lesson Plans Images of Posted Objective PLC Meeting Minutes	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 1:** Communicate school-wide expectations regarding board configuration through Written Communication, PLC meetings, Faculty/Staff Learning Meetings



**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: MATH**

In the 2021-2022 school year, at least 45% of all Briargrove students will achieve Meets Grade Level Standard on the Math portion of the STAAR exam, as compared to 36% in the 2020-2021 school year.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1: MATH</b> In the 2021-2022 school year, all Briargrove teachers will design backwards-designed lesson plans tightly aligned to grade level appropriate TEKS objectives and will contain the following components as measured by evidence in the 2021-2022 Lesson Plan Submission Folder: 1.) TEKS objective and associated I Can Statements 2.) Academic Vocabulary/F & P Lesson Topic 3.) CFU/Assessment 4.) Guided/Independent Practice 5.) Essential Questions  <b>Evaluation Data Sources:</b> HISD Snapshots/DLAs On Track Data Teacher-made Common Assessments Ren 360 Lesson Plan Submission Folder Observations/Walkthroughs	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Written campus-wide expectations for developing effective lesson plans will be communicated in writing and acknowledged by all teachers no later than October 13, 2021.

**Strategy's Expected Result/Impact:** Build school-wide coalition and collaboration around a common language for lesson design.

Increase teacher retention  
 Communicate clear expectations for campus procedures  
 Effective implementation of CFU strategies  
 Establish reliable source of teacher-made common assessment data

**Staff Responsible for Monitoring:** Principal

All Appraisers  
 Kelly Johnston, Math Specialist

**Action Steps:** 1. Achieve school-wide understanding of PLC framework  
 2. Build coalition with teacher leaders to create ownership of the lesson plan template  
 3. Leverage PLC facilitators to communicate lesson plan expectations  
 4. Specialist will provide lesson plan support and assistance when requested

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> In 2021-2022, all Briargrove math teachers will implement Problem Solving Journals aligned to best practices as part of daily instruction as measured by student work samples, student interviews, and classroom observations. <b>Evaluation Data Sources:</b> Problem Solving Journals HISD Snapshots/DLAs On Track Data Teacher-made Common Assessments Student Reflections <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** The BGE Instructional Leadership Team will develop a framework of expectations for effective Problem Solving Journals, and provide teachers with explicit training and ongoing support.

**Strategy's Expected Result/Impact:** Significant increase in student retention of content

Develop student confidence in proving their thinking

Eliminate learning gaps in deficient math literacy and fluency

**Staff Responsible for Monitoring:** Dean of Instruction; Math Specialist

Teachers

Appraisers





**Action Steps:** 1. Review student performance data to incorporate focused attention on readiness standards

2. Conduct grade level team meetings to review framework and invite feedback for improvement

3. Provide teachers with written guidelines and expectations

4. Develop an examining student work protocol to assess quality and effectiveness of Problem Solving Journals

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> In 2021-2022, all 2nd grade students will complete at least 3 word problems each week during the first semester, and increase to 4 word problems per week in the second semester. Likewise, all 3rd-5th Graders will complete a problem of the day each instructional day of the week. <b>Evaluation Data Sources:</b> Displayed student work Performance on common assessments Snapshot Ren 360 Interactive Notebook Teacher Lesson Plans	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 1:** Math Specialist will model problem solving techniques and assessment strategies for 3rd grade teachers, and review pacing calendar to achieve goal.

**Strategy's Expected Result/Impact:** Increase student readiness standards for 3rd grade math  
Increase student confidence and familiarity with more rigorous problem solving beyond the textbook materials.

**Staff Responsible for Monitoring:** Kelly Johnston, Math Specialist

**Action Steps:** 1. Math specialist will review STAAR data with 2nd grade PLC  
2. Establish expectation of frequency  
3. Schedule Model Lessons/Co-teach with 2nd grade teachers  
4. Establish start and end benchmark to showcase improvement  
5. Explore possibility of end of semester competition between 2nd grade classes.

**Board Goal 3:** In 2021-2022, Briargrove Elementary will earn TEA Academic Distinctions in at least two scoring criteria areas as compared to zero in the 2018-2019 school year.

**Goal 1:** All Briargrove teachers will be required to administer and analyze data for two common assessments during grading cycles 2-5 to assess TEKS level mastery and inform future instructional practices and strategies.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> All teachers will participate in Lead4Ward training by the end of 2021-2022 to improve assessment writing and analysis skills to inform teaching. <b>Evaluation Data Sources:</b> Common Assessment Data Sign In/Sign Out Sheets for Training Observations/Walkthroughs/Coaching Log F & P Benchmark Data <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Create training groups of teachers which include at least one previously Lead4Ward trained teacher who will guide the group's thinking. Each training group will present a summary of learning and next steps during faculty learning meetings beginning in January 2022.

**Strategy's Expected Result/Impact:** Increase familiarity with Lead4Ward tools and resources; increase alignment in lower grades  
 Increase accountability and retention of information gained in training sessions  
 Develop capacity in campus-based staff more effectively support fellow colleagues and to deliver meaningful PD sessions

**Staff Responsible for Monitoring:** Appraisers  
 Literacy Specialist  
 Teachers

**Action Steps:** Articulation of expectations by grade level with Literacy Coach (pacing calendar)





Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> To contribute toward ambitious growth and progress school improvement goals, all Briargrove teachers will be expected to comply with the campus grading and assessment policy which requires two common assessments per grading cycle. <b>Evaluation Data Sources:</b> Report Card and Progress Data Hard copies of student assessments Data Analysis Protocols Lesson Plans	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Appraisers will work closely with PLC members to guide the process of backwards-designed lesson plans and TEKS aligned common assessments.

**Strategy's Expected Result/Impact:** Increase purposeful PLC collaboration focused on student results

**Staff Responsible for Monitoring:** Teachers  
Appraisers

**Action Steps:** Establish standard PLC agenda template  
Appraisers will participate in PLC meetings

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Briargrove teachers and campus leaders will establish a school-wide framework of expectations for teaching writing in grades K-5th Grade by November 30, 2021. <b>Evaluation Data Sources:</b> Student Performance Data SDMC Ad Hoc Minutes Snapshot/DLA Common Assessments <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Strategy 1:** Conduct teacher forums to determine current practices and use of resources for teaching writing, specifically for personal narrative and expository genres. Compare and contrast practices with HISD planning guide, existing campus resources (not in use), to inform progress of a viable vertically aligned writing framework.

**Strategy's Expected Result/Impact:** Transparency about conflicting misaligned approaches to teach writing  
Coalition-building and ownership in school-wide framework  
Authentic integration of writing skills with content areas

**Staff Responsible for Monitoring:** Principal  
Literacy Coach  
SDMC  
PLC facilitators

**Action Steps:** Prepare final proposal and present findings to SDMC

**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: CLOSING THE GAPS**

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> At least 70% of all Briargrove students will demonstrate grade level mastery on DLA/Snapshots administered before STAAR administration. <b>Evaluation Data Sources:</b> Snapshot data Common Assessment Data STAAR Released Test	<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:** Teachers will post daily objectives tightly aligned to rigorous TEKS objectives to drive relevant instruction.

**Strategy's Expected Result/Impact:** Greater teacher capacity to drive student results  
Common Language; specificity

**Staff Responsible for Monitoring:** Appraisers  
Principal  
Teacher





**Action Steps:** Communicate campus-wide expectations and reinforce during in-person faculty learning meetings.

**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 2: SPECIAL EDUCATION**

In the 2021-2022 school year, based on STAAR data from the 2020-2021 school year, 3rd-5th Briargrove students identified in Special Education performing at the Meets performance level will increase from 8% to 13% on the STAAR Reading assessment.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> The percentage of 3rd-5th Briargrove students identified in Special Education performing at the Meets performance level will increase to 10% on the reading district-level assessment (DLA) in January 2022. <b>Evaluation Data Sources:</b> DLA reports; review of individual student assessments; accommodations implemented during instruction and assessment <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:** Briargrove will provide specially-designed instruction professional development to special education and general education teachers.

**Strategy's Expected Result/Impact:** Equip teachers with the knowledge and skills to provide specially-designed instruction in the general education setting to students receiving special education services.

**Staff Responsible for Monitoring:** Special Education Chairperson, Dean of Instruction, Principal

**Action Steps:**

1. Consult with Office of Special Education to obtain appropriate training materials or to secure a district trainer to deliver training.
2. Identify Program Specialist or specialist within the district to facilitate professional development
3. Provide space and coverage for teachers to attend professional development
4. After professional development, provide coaching feedback to special education and general education teachers regarding their implementation of specially designed instruction

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

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

### Goal 1: AVERAGE DAILY ATTENDANCE GOAL:

In 2021-2022 school year, to achieve the academic distinction for student attendance, Briargrove's overall daily average attendance rate as of June 14, 2022 will reflect 97.5% as compared to 97.1% in 2020-2021 school year.

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

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Briargrove Elementary will increase their attendance rate each month by at least 0.2% from October 2021 to February 2022. <b>Evaluation Data Sources:</b> Daily attendance; attendance incentives; communication to community regarding the importance of attendance	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:** To educate families about attendance accounting and the impact on student learning and campus budgeting, the principal will distribute regular community communication about ADA data and strategies parents may consider to contribute to this goal.

**Strategy's Expected Result/Impact:** Families have limited understanding about the importance of attendance when their child is well enough to attend school; therefore, the principal will clarify misconceptions about attendance and share strategies for parents to increase attendance for their individual children.

**Staff Responsible for Monitoring:** Principal and Dean of Instruction

**Action Steps:** Develop and distribute parent compact

PTO Agenda "Principal Update"

Community Letter

Community Outreach to families who are excessively absent




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


### Goal 2: DISCIPLINE


In the 2021-2022 school year, based on historical discipline referrals, Briargrove will reduce the number of out-of-school and in-school suspensions assigned to students from five incidents to two incidents.


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

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Strategy 1:** Briargrove will provide ongoing professional development and coaching feedback to teachers that specific aligns to classroom management and positive behavior supports.

**Strategy's Expected Result/Impact:** Briargrove ES will establish a Conduct Grading rubric aligned to IB Learner Profile traits. This strategy will proactively provide parents with social and emotional develop aligned toward meaningful childhood development while giving teachers opportunities to provide individual coaching and direction to students on a regular basis, thus, reducing the need to refer students to the office.

**Staff Responsible for Monitoring:** Dean of Instruction, Principal

- Action Steps:**
1. Identify high-yield behavior management strategies
  2. Provide frequent coaching and feedback opportunities to teachers that are aligned with I-9: Sets and Implements Discipline Management procedures
  3. Schedule professional development to facilitate during grade-level meetings throughout the year


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


**Goal 3:** VIOLENCE PREVENTION


In the 2021-2022 school year, based on historical needs of Briargrove students, Briargrove teachers and staff will ensure all suspicions of child abuse and neglect are reported to CPS within 48 hours at an 100% success rate.


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

<b>Measurable Objective 1 Details</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Strategy 1:** Briargrove will provide teachers and staff training regarding CPS reporting by November 2021.

**Strategy's Expected Result/Impact:** Provide teachers with the confidence and skills necessary to identify students at-risk and report in a timely manner.

**Staff Responsible for Monitoring:** Dean of Instruction, Principal





- Action Steps:**
1. Identify time to provide professional development to teachers
  2. Create professional development session that focuses on identifying students at risk or when reporting is required
  3. Utilize Student Assistance Form to ensure proactive prevention strategies and resources are being connected with families in crisis.
  4. Connect with the Social and Emotional Learning (SEL) department for additional resources

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

### Goal 4: SPECIAL EDUCATION

In the 2021-2022 school year, based on STAAR data from the 2020-2021 school year, 3rd-5th Briargrove students identified in Special Education performing at the Meets performance level will increase from 8% to 13% on the STAAR Reading assessment.

**Strategic Priorities:** Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> The percentage of 3rd-5th Briargrove students identified in Special Education performing at the Meets performance level will increase to 10% on the reading district-level assessment (DLA) in January 2022. <b>Evaluation Data Sources:</b> DLA reports; review of individual student assessments; accommodations implemented during instruction and assessment <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** Briargrove will provide specially-designed instruction professional development to special education and general education teachers.

**Strategy's Expected Result/Impact:** Equip teachers with the knowledge and skills to provide specially-designed instruction in the general education setting to students receiving special education services.

**Staff Responsible for Monitoring:** Special Education Chairperson, Dean of Instruction, Principal

**Action Steps:** 1. Consult with Office of Special Education to obtain appropriate training materials or to secure a district trainer to deliver training.  
2. Identify Program Specialist or specialist within the district to facilitate professional development  
3. Provide space and coverage for teachers to attend professional development  
4. After professional development, provide coaching feedback to special education and general education teachers regarding their implementation of specially designed instruction





**Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy** - **Targeted Support Strategy**

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

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

In the 2021-2022 school year, based on STAAR data from the 2020-2021 school year, the percentage of 3rd-5th Briargrove students identified Economically Disadvantaged performing at the Meets performance level will increase from 32% to 37% on the STAAR Reading assessment.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

<b>Measurable Objective 1 Details</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Measurable Objective 1:</b> The percentage of 3rd-5th Briargrove students identified as Economically Disadvantaged performing at the Meets performance level will increase to 35% on the reading district-level assessment (DLA) in January 2022. <b>Evaluation Data Sources:</b> DLA reports; review of individual student assessments Fountas & Pinnell Benchmark <b>HB3 Board Goal</b>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Strategy 1:** Campus will implement schoolwide instructional practices that focus on: alignment, rigor, and use of school resources.

**Strategy's Expected Result/Impact:** The focus on alignment, rigor, and resources will provide all teachers on campus a shared understanding of what is needed to deliver high quality instruction. With appropriate implementation, all Briargrove students will receive a quality education that is aligned to state standards.

**Staff Responsible for Monitoring:** Teacher Specialists, Dean of Instruction, Principal

**Action Steps:**

1. Purchase schoolwide resources (Fountas & Pinnell) and provide professional development to teachers
2. Establish a fluid and organized ELA and Math block that outlines key components to target each day
3. Focus on Professional Learning Communities in each grade-level
4. Use of ESSR and Title I funds to identify students needing tutorials
5. Provide ongoing accelerated learning, intervention, and tutorial instruction to students identified as at-risk





**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy**

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

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT

In the 2021-2022 school year, Briargrove will have 50% of all families enrolled will be in attendance at schoolwide events (Literacy Night, Open House, Title I Annual Meetings, etc.)

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details		Reviews			
<b>Measurable Objective 1:</b> Briargrove will host an instructionally focused schoolwide event by December 2021 and at least 40% of Briargrove families will be in attendance. <b>Evaluation Data Sources:</b> Record of sign-in sheets; frequent parent communication via School Messenger and Living tree; translation of parent communication;		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

**Strategy 1:** Briargrove will develop a Parent Advisory Committee with a specific focus on providing families with knowledge and resources to support their child's education at home.

**Strategy's Expected Result/Impact:** The Parent Advisory Committee will develop events and resources for parents to learn about the curriculum taught at Briargrove and how to support student learning at home.

**Staff Responsible for Monitoring:** Principal

- Action Steps:**
1. Identify staff member over Parent Advisory Committee
  2. Create Parent Advisory Committee
  3. Schedule schoolwide events for entire school year with an instructional focus (Literacy Night, Math Night)
  4. Identify key skills parents need to know: reading strategies, metacognition strategies, appropriate questioning
  5. Connect resources and strategies to the homework teachers send home daily





**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

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

In the 2021-2022 school year, 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: Estimated number of students to be screened: 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 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: Estimated number of students to be screened: 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 3 Details	Reviews			
<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: Estimated number of students to be screened: 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 4 Details	Reviews			
<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: Estimated number of students to be screened: 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 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: Estimated number of students to be screened: 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 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
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: Number of AEDs on campus:	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

In the 2021-2022 school year, 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



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

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

# State Compensatory

## Budget for 116 Briargrove Elementary School

**Total SCE Funds:** \$80,117.48

**Total FTEs Funded by SCE:** 5

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

Funds will be utilized to purchase Fountas & Pinnell Classroom materials and teacher training.

## Personnel for 116 Briargrove Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Armstrong, Joleshanda Nicole	Tchr, Second Grade	1
Relampagos, Marie Alexis Ocana	Tchr, Multi-Grade	1
Sosa, Mariana	Lecturer, Hrly	1
Vacant	Tchr, Hrly	1
Vacant	TRS 02-Tchrs-Out of Contract-Camp Sparks	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

Principal-facilitated collaboration with the following groups:

- Instructional Leadership Team
- Site-based Decision Making Committee
- Faculty Advisory Committee
- Parent Stakeholders

## **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:

- Emergency Preparedness Committee meetings
- Interviews with Teacher Leaders (Grade Level Team Leads)
- Generating Parent Survey Information around critical topics
- Review of historical standardized test data
- Review of TEA Accountability Report Card/TAPR report with Instructional Leadership Team
- Multiple Principal/Parent Coffees
- GT Parent Meeting
- Regular meetings with PTO President/Collaborative decision-making regarding school calendar, fundraising, parent perceptions, safety
- Exit interviews with zoned families who chose to withdraw their children from Briargrove

### **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:

- PLC
- Ren 360 data
- Snapshots
- District Level Assessments
- Grade Level Common Assessments
- F&P growth

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

The SIP is available to parents in the following locations:

- The school website under the Title I tab on the front landing page.

The SIP was made available to parents by:

- SDMC meeting

We provide the SIP to parents in the following languages:

- English
- Spanish (by September 28, 2021)
- Arabic (by October 15, 2021)

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

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

1. Development of a campus vision that can be articulated by all faculty and staff members.
2. Provide IB PYP training to 100% of all BGE teachers and establish timelines for implementation objectives.
3. Provide all faculty with on-site training in Fountas & Pinnell Phonics/Word Study/Reading Comprehension which is based on the Balanced Literacy Model and best available literacy and language research.
4. Develop BGE School-wide Instructional Framework and train teachers to understand it's rationale and to create unity and common language around instruction at Briargrove.
5. Establish Professional Learning Communities (PLC) as the required framework for team planning and collaboration; 100% of teachers were trained in PLC in an on-site, personalized environment.

Establish standard expectations of curricula and resources teachers are required to use at each grade level in order to gain horizontal and vertical TEKS driven alignment.

6. Redesign and standardize comprehensive campus communication structures, resources and tools to eliminate confusion, exclusion, and misinformation: 1) Internal structure 2) teacher-home structure for communicating academic progress and responding to parent inquiries 3) home-teacher 4) home-school
7. Redesign campus grading and assessment policies to reflect clear progress aligned to TEKS skills and knowledge related to student mastery of concepts

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

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

- Academic Lab: school wide intervention hour that allows teachers to provide students with either support or enrichment based on desegregated data
- Homework Club: allows students to work on homework with a BG teacher on hand and available for student questions, clarifications, and support

## 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:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

## 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:

- Parents
- Teachers
- Admin

The PFE was distributed

- Posted to campus website by September 24, 2021. The PFE will be located under the Title I tab on the the Briargrove landing page.
- BGE Teaching and Learning OneNote Notebook: Faculty and staff landing page for instructional tools and resources

The languages in which the PFE was distributed include

- English, Spanish, and Arabic

Four strategies to increase Parent and Family Engagement include:

Develop and deliver parent community meetings aligned to critical topics to empower, educate and engage parents in the teaching and learning process.

A. Parent community meetings will be designed to meet the unique preferences, availability and accessibility needs of families by offering a variety of meeting dates, timeframe, format, method, translation needs, and feedback.

2. Redesign and implement a comprehensive communication structure to meet the needs of faculty, staff, and families to ensure inclusiveness, clarity, consistency and accuracy. The BGE communication framework features:
  1. The Grove Trove: School-home newsletter which includes celebrations, gratitude, calendar of events, information, SEL resources, reminders, preview of events, PTO news
  2. LivingTree: A non-public communication tool designed for teachers to keep their parents informed of activities, updates, important reminders, updates, etc...
  3. Wednesday Folder: Folder containing graded work, notes from teacher, flyers, and other pertinent information for families
  4. School Messenger: Administration-driven notification to parents via email to inform parents of important dates, safety information, school updates
  5. School Website: Landing page where a resources/tools are stored for families and the public (calendar, registration, events, activities, district resources, updates)
  6. BGE Twitter: Campus's social media page to highlight school events, celebration of student and campus accomplishments, etc...
  7. PTO Instagram: PTO maintained social media account for information specific to organizational news, guidelines, volunteerism, fundraising, etc...
3. Monthly Principal Coffees
4. Title I Coordinator will create a repository on our campus website where parents can access: presentation artifacts, forms, information, tools and resources covered in parent meetings will be

### **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 7:00 PM
- Meeting #1 Alternate - September 24 7:45 AM
- Meeting #2 - September 28 5:00 PM
- Meeting #2 Alternate - Sept 29 7:45 AM
- Meeting #3 - January 11 5:00 PM
- Meeting #3 Alternate - January 12 7:45 AM
- Meeting #4 - March 22 6:00 PM
- Meeting #4 Alternate - March 23 7:45 AM

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hailey Pletz	Class-size reduction teacher	Title I Instructional	1.0
pending	Social Worker	Title I Social Emotional Learning	1.0

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Marguerite Stewart	Principal, SDMC Facilitator
Administrator	Carrie Po	Sheltered Instruction Coach
Administrator	Kelly Johnston	Math Specialist / Interventionist
Parent	Savanna Bowman	Parent / PTO President
Parent	Laura Litton	Parent / PTO President Elect
Classroom Teacher	Vacancy Vacancy	Professional Staff / Teacher, SPED
Classroom Teacher	Gina Orzabal	Professional Staff / Teacher, 1st Grade
Classroom Teacher	Joleshanda Armstrong	Professional Staff / Teacher, 2nd Grade
Classroom Teacher	Jasmine Ayatey	Professional Staff / Teacher, 3rd Grade
Classroom Teacher	Nicole McDonald	Professional Staff / Teacher, 4th Grade
Classroom Teacher	Michael Yolland	Professional Staff / Teacher, Enrichment
Paraprofessional	Siham Mourad	Non-Instructional Employee / Registrar
Business Representative	Megan Galbraith	Business Member
Classroom Teacher	Lina Tapia	Professional Staff, Teacher / Pre-Kindergarten



# Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Trevor Karr	Dean of Instruction
Administrator	Carrie Po	Sheltered Instruction Coach
Administrator	Marguerite Stewart	Principal
Administrator	Quinetta Sampy	IAT Coordinator/IB Coordinator
Administrator	Lauren Berlin	Literacy Specialist/Dyslexia Interventionist
Administrator	Kelly Johnston	Math Specialist/Interventionist