

Houston Independent School District
120 Browning Elementary School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: January 3, 2022

Needs Assessment Overview

Data results for 2018-2019 school year, reflects that Browning met all standards and is expected to receive a C rating from Texas Accountability System.

Domain 1: All test all students, the school earned a score of 77

Domain 2: Student progress, the school earned a score of 73

Domain 3: Closing the gap, the school earned a score of 71

Overall score school received was a 77

Areas that students demonstrated proficiency was in reading, math and writing. On STAAR reading, students in grade 3 increased from 69% to 76%. In grade 4 they increased from 45% to 84%. In grade 5 they slightly decreased from 77% to 73%. On STAAR math, students in grade 3 increased from 80% to 82%. In grade 4, they increased from 84% to 87%. Grade 5 decreased from 100% to 87%. On STAAR Writing, students increased from 66% to 79%. The area that demonstrated a need for improvement is STAAR science. Students decreased from 80% in the 2018 to 34% in 2019.

Browning was not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. Browning did not earn any distinctions for designations.

In analyzing the student data results there is a significant need to increase the number of students scoring at the meets and the masters level and to ensure they do not regress in any category. Teachers will attend a professional development sessions where they will learn effective best practices and strategies with the resources and tools necessary to grow and support them in order to make an impact on student learning.

Demographics

Demographics Summary

Robert Browning Elementary School was named after an English Poet and playwright who was known for Victorian poetry. Browning Elementary School opened in 1927. Today, it provides a rigorous academic instructional program to approximately 450 students in grades Pre-K through 5. Browning Elementary is a Title I school located in the Greater Heights area of Houston. It is part of the Northwest Area. The campus, which is in the School Board District I area, feeds into Hogg MS, Hamilton MS, and Heights HS. The neighborhood has changed significantly over the past five years due to the increase of property values and its current gentrification. As a result, student enrollment has declined significantly over the past several years.

For the 2021-2022 school year, Browning has fallen below the projected enrollment. There is a need to increase our membership to meet the expected enrollment of 430. With aggressive marketing and the continuation of our Dual Language program in PK-4th, we will continue to promote enrollment to reach our 430-student projection. Browning became a Dual Language campus in 2015, which parents have found favorable. There is a need to begin a Browning parent cohort to enable our parents to support our scholars in the home and school environment. Virtual parent support will be provided depending on the need and availability, to engage and educate parents on social & emotional needs, bullying, and content aligned vertical training. This conglomerate of continuing education will empower our parents to help close the achievement gaps that exist from our young stakeholders. Our 2021-2022 goal is to become a gold family friendly campus school by the end of the school year.

The ethnic make-up of the student population includes: 94.5% Hispanic 2% African American 2.6% White 2.4% Asian 0.2%. Approximately 79% of the school population have been identified as “At Risk.” The student population consists of 92.1% Economically Disadvantaged. Students receiving Special Education Services include 6% of the student population. 1.2% of the student population have been identified as “Gifted and Talented. Approximately 47.6% of the student population is Limited English Proficient (LEP). All students will participate in the free/reduced meal program, receiving breakfast, lunch, and dinner. The attendance rate for the campus was 97.6%.

Demographics Strengths

Robert Browning Elementary School excels in disciplinary procedures and communication. School administrators and teachers constantly utilizes Class Dojo to monitor student behavior and ensure that parents are aware of any discipline issues. We also ensure to Provide SEL services to any student(s) that are displaying disruptive behavior in the classroom. Teachers utilize behavior charts to document students who are demonstrating continuous disruptive behavior. Teachers also document Level I behavior in PowerSchools and monitor/update any changes in behavior and follow steps aligned in the IAT and continue communication with parents.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: The transiency of students from Browning to other neighboring HISD schools. **Root Cause:** Due to the gentrification of the neighborhood surrounding the school, many of our students have moved due to the lack of affordable housing or the demolition of apartment buildings in the area.

Student Learning

Student Learning Summary

Data results for 2018-2019 school year, reflects that Browning met all standards and is expected to receive a C rating from Texas Accountability System.

Domain 1: All test all students, the school earned a score of 77

Domain 2: Student progress, the school earned a score of 73

Domain 3: Closing the gap, the school earned a score of 71

Overall score school received was a 77

In grade 5 they slightly decreased from 77% to 73%. On STAAR math, students in grade 3 increased from 80% to 82%. In grade 4, they increased from 84% to 87%. Grade 5 decreased from 100% to 87%. On STAAR Writing, students increased from 66% to 79%. The area that demonstrated a need for improvement is STAAR science. Students decreased from 80% in the 2018 to 34% in 2019.

Browning was not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. Browning did not earn any distinctions for designations.

Students in 4th and 5th grade students that did not take the STAAR assessment during the 2020-2021 school year will be participating in TEA BOY assessments. These assessments will determine needs for intervention support and target students instructional areas of concern under HB4545 expectations.

Student Learning Strengths

Areas that students demonstrated proficiency was in reading, math and writing. On STAAR reading, students in grade 3 increased from 69% to 76%. In grade 4 they increased from 45% to 84%. On STAAR Writing, students increased from 66% to 79%.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Checking for understanding as students engage in work that develops higher-level thinking skills and adequately transitioning from dual to English. **Root Cause:** Targets were met for some student groups, however there is a need to address subgroups for the percentage of students reaching Meets and Masters level; ELA for all students, Hispanic and EL's, and Math for all students and the continuously enrolled. Daily instruction and planning lacked rigor and differentiation and data tracking expectation

School Processes & Programs

School Processes & Programs Summary

Dual Language: This year we will implement the one strand dual program which allows students who may not be ready for second language acquisition, the opportunity to learn in a regular English classroom. All students entering in our pre kindergarten-third grade classes experience a rich language program that consists of 50% of the instructional day in English and 50% in Spanish. Mrs. Walls-Boston will serve as our Dual Language Coordinator.

Special Education: We have (2) special education teachers on campus and (1) Sp. Ed. teacher's assistant. Our special education program consists of inclusion and behavior support for our student who are labeled with a learning and/or emotional disability. Mrs. Alma Gonzales is our special education chair. Mr. Moniell Diamond is our BSC (Behavior Support Class) teacher, and Mr. Elizardo Garcia is our BSC TA. BSC helps students who have severe behavior challenges that have not been able to be met in other instructional settings. Placement in the BSC classroom may be for all or for part of the day, with other classes in any other setting (general education, resource, co-teach, classroom support, etc.). Our goal of the behavior program for every student should be to improve acceptable and appropriate behaviors, to develop self-awareness, self-monitoring and self-control, to make progress in academic achievement, and to participate in general education whenever possible.

Gifted and Talented: Browning Elementary is a neighborhood G/T campus. There are currently 12 students identified as Gifted and Talented; 2 second graders, 2 third graders, and 4 fifth graders. Mrs. Karen Mason serves as our GT Coordinator.

School Processes & Programs Strengths

One-Way Dual PK-1st Grade and Two-Way Dual 2nd-4th Grade: The goal is for both languages of instruction to be distributed equally throughout each day, not alternating days or weeks.

Each language will be allocated in a continuous, uninterrupted block so that 50% of the day is taught in English and 50% is taught in Spanish. Strategic separation of languages on the part of the instructor—no simultaneous translation. Students will be monitored for success in their primary and secondary language. Interventions will be put in place for those students who are struggling with their second language. Special Education Services (100% of students receive services) Students receiving services will be provided instruction through inclusion unless otherwise noted in the students' ARD minutes. All related services will be documented using the Houston ISD OSES Constrain Service log.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Parents did not have a choice for English or Spanish. All students were placed in dual regardless of native language level. High mobility rate
Root Cause: 50/50 Dual language was put in place for the entire school. High mobility rate due to the number of students on dual transfers. Transition from One-Way to Two-Way Dual Program.

Perceptions

Perceptions Summary

The school office is an essential center of information and communication and serves as a public relations nerve center. How the office operates communicates many messages about the principal and the school in general. It is important to have an efficient and effective school office to help the school meet educational goals. It is important to develop a strong office staff that understands and is dedicated to those school goals. Some community members only know the school through the conduct of the office staff even more than through contact with the teachers. The admin team conducts weekly office meetings to share expectations and resolve any logistical problems that may arise.

Perceptions Strengths

The office staff has committed to resolving issues that arise when parents call about concerns or if they have questions. They have been answering phone calls by the third ring so parents are not waiting an unreasonable amount of time. Parents receive communications through emails, phone calls, team meetings, and class dojo so they are kept up to date on school policies and student progress.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Parents and other community members do not have as much access to the school facility as they would under normal circumstances. **Root Cause:** The pandemic has restricted access to the school. Many events that would be occurring have been cancelled or limited.

Priority Problems of Practice

Problem of Practice 1: Checking for understanding as students engage in work that develops higher-level thinking skills and adequately transitioning from dual to English.

Root Cause 1: Targets were met for some student groups, however there is a need to address subgroups for the percentage of students reaching Meets and Masters level; ELA for all students, Hispanic and EL's, and Math for all students and the continuously enrolled. Daily instruction and planning lacked rigor and differentiation and data tracking expectation

Problem of Practice 1 Areas: Student Learning

Problem of Practice 2: Parents did not have a choice for English or Spanish. All students were placed in dual regardless of native language level. High mobility rate

Root Cause 2: 50/50 Dual language was put in place for the entire school. High mobility rate due to the number of students on dual transfers. Transition from One-Way to Two-Way Dual Program.

Problem of Practice 2 Areas: School Processes & Programs

Problem of Practice 3: Parents and other community members do not have as much access to the school facility as they would under normal circumstances.

Root Cause 3: The pandemic has restricted access to the school. Many events that would be occurring have been cancelled or limited.

Problem of Practice 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Board Goals

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






Goal 1: ELAR: The percent of all students reading on or above grade level will increase by 5% each benchmark by providing aggressive interventions during the school day. Through progress monitoring, 41% of the students in grades 3-5 will perform at the meets level on reading STAAR and 16% of the students in grades 3-5 will perform at the masters level on reading STAAR.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Reduce the number of Tier II and III students from BOY, to MOY, to EOY by 5%

Evaluation Data Sources: Running Records, Renaissance 360, Snapshots, DLA's



HB3 Board Goal






Strategy 1 Details	Reviews			
Strategy 1: Teachers will re-teach and provide small group interventions for Tier II and III students while monitoring their progress bi-weekly and monthly. Strategy's Expected Result/Impact: A decrease in the number of students receiving Tiered support and intervention Staff Responsible for Monitoring: Classroom Teachers, Reading Interventionist, IAT Administrator Action Steps: Data Driven admin and TDS lead PLC's to address student misconceptions and objectives to be retaught. Student and Teacher data trackers monitoring progress and goals. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: To increase the percentage of students performing at the meets level by 10% and the percentage of students performing at the masters level by 10%.

Evaluation Data Sources: Imagine Literacy, Mentoring Minds - Think Up, Snapshots, Mock STAAR assessments

HB3 Board Goal

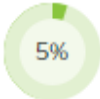




Strategy 1 Details		Reviews			
Strategy 1: Track student data at varied points throughout a reading unit to ensure that content is being mastered. Strategy's Expected Result/Impact: Increase the percentage of students performing at the meets level and the percentage of students performing at the masters level. Staff Responsible for Monitoring: Principal, TIER II Leaders, Classroom Teacher Action Steps: The teacher will utilize curriculum resources or create teacher assessments to evaluate students' comprehension skills in relation to the TEKS that are being covered. The teacher will provide each student with a tracking chart to identify if they met/did not meet their reading goal or if they exceeded their goal. Students will keep their tracking charts in their data binders for future reflection. Admin will conduct data-driven PLCs where stakeholders will deep dive into the instructional standards and identify areas of strength and needed improvement. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Differentiate instruction for students' needs by employing a variety of instructional strategies. Strategy's Expected Result/Impact: Increase the percentage of students performing at the meets level and the percentage of students performing at the masters level Staff Responsible for Monitoring: Principal, TIER II Leaders, Classroom Teacher Action Steps: The teacher will do the following: * Adapt the depth, pace, and delivery mode of what is taught in a lesson * Provide extra support, enrichment, or variation of work * Strategically utilize flexible instructional flexible groups and varied instructional arrangements * Help students identify their academic needs and actively seek learning experiences * Collaborate with students to design interest-based learning experiences or performance tasks Admin will provide feedback to teachers during coaching, walkthroughs, and observations to help them tweak their instructional practices. Resources will be allocated for teachers to use as needed during instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 3 Details	Reviews			
<p>Strategy 3: The teacher will engage the students in work that develops higher-level thinking skills.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the meets level and the percentage of students performing at the masters level</p> <p>Staff Responsible for Monitoring: Principal, TIER II Leaders, Classroom Teacher</p> <p>Action Steps: The teacher will do the following:</p> <ul style="list-style-type: none"> * Embed higher-level thinking skills into the lesson objectives by referencing the Blooms Taxonomy wheel and HISD's depth & complexity chart * Utilize a variety of instructional strategies and questioning techniques from the HISD curriculum docs and/or Margaret Kilgo Question Stems * Provide opportunities for academic discourse where students can communicate their thinking and reasoning processes * Provide opportunities for students to independently select and utilize online resources and/or instructional tools to generate work products <p>Admin will provide feedback to teachers during coaching, walkthroughs, and observations to help them tweak their instructional practices and increase the rigor of instruction.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of students will complete their BOY running record and BOY REN360

Evaluation Data Sources: Running Records, Renaissance 360

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: The campus testing coordinator will communicate with staff members, throughout the year, regarding BOY testing expectations. Strategy's Expected Result/Impact: The expectation is that 100% of the students will be tested by the end of the BOY assessment window. Staff Responsible for Monitoring: Principal, Testing Coordinator Action Steps: The testing coordinator will do the following: * Provide staff members with the testing calendar * Send email reminders regarding the opening and closing of the testing window * Provide staff members with updates regarding master schedule changes in relation to testing * Create or make available a computer lab schedule or sign-up sheet for classes to go in and complete on-line testing. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: The percent of 3rd-5th grade students solving math operations, computation and problem solving at or above grade level will increase by 5% each benchmark. Through progress monitoring, 90% will be at or above the intervention level on REN 360 math, 60% will be at or above the on watch level on REN 360 math, and 40% will be at the at/above benchmark level on REN 360 math. Through progress monitoring, at least 80% or more of the students will perform at the approaches' level on math STAAR, 40% of the students in grades 3-5 will perform at the meets' level on math STAAR and 25% of the students in grades 3-5 will perform at the masters' level on math STAAR.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: At least 70% of 3rd-5th grade students will increase their math fluency in either addition/subtraction or multiplication/division.






Evaluation Data Sources: REN 360 Report

On Track

District Assessments

Appraiser Approved Assessments

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will include math fluency practice in their lesson cycle under daily routines for 10 minutes each day while tracking student progress using anecdotal notes, teacher observation, or any additional data tracking tool. Strategy's Expected Result/Impact: An incremental increase of at least 10% should be seen each six weeks. Staff Responsible for Monitoring: Principal, TIER II Leaders, Math Teachers, DDIS Action Steps: Weekly monitoring of lesson plans by admin and TDS to include math fluency practices and resources. Tracking of students' math fluency data by classroom teacher. At-bats or professional development focused on math fluency routines and its implementation in the classroom. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: At least 70% of students enrolled as kindergarten-2nd grade at Browning will acquire math skills at grade level.





Evaluation Data Sources: REN 360 Report

On Track

District Assessments

Appraiser Approved Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will check for student understanding during all portions of the 5E lesson cycle by utilizing cold calls, exit tickets, randomizing responses, running rosters, establishing checkpoints and additional anecdotal notes. Strategy's Expected Result/Impact: Students' academic performance should gradually improve with a noted change on the math school benchmark as follows: Urgent Intervention to Intervention Intervention to On Watch On Watch to At/Above Benchmark At/Above Benchmark- Remain at level Staff Responsible for Monitoring: Principal, TIER II Leaders, Math Teacher, Interventionist, DDIS Action Steps: Admin will monitor lesson plans for the inclusion of a variety of check for understanding methods. Coaching feedback conversations will be held to help teachers tweak their practices and identify more effective check for understanding strategies. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: At least 50% of students identified under the SpEd. umbrella, at Browning, will acquire math skills at grade level.


Evaluation Data Sources: REN 360 Report






On Track

District Assessments

Appraiser Approved Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize a co-teaching model during TIER I instruction where the special education teacher supports the delivery of the whole group math content. Strategy's Expected Result/Impact: Students, identified as Sp.Ed., will demonstrate improved performance at the end of each unit with at least 50% of students passing the end of unit assessment. Staff Responsible for Monitoring: Sp.Ed. Chair, Sp.Ed. Administrator, Classroom Teacher Action Steps: Sp.Ed. teacher will collaborate with the classroom teacher to identify resources and strategies that will improve TIER I instruction. The classroom teacher will receive folders for each Sp.Ed. student that contains their designated support resources and accommodations. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	 5%			

Strategy 2 Details	Reviews			
<p>Strategy 2: The Sp.Ed. teacher will provide resource support for students who are not demonstrating mastery from the co-teaching utilized during TIER I instruction.</p> <p>Strategy's Expected Result/Impact: Students, identified as Sp.Ed., will demonstrate improved performance at the end of each unit with at least 50% of students passing the end of unit assessment.</p> <p>Staff Responsible for Monitoring: Principal, Sp.Ed. Administrator, Sp.Ed. Chair</p> <p>Action Steps: The Sp.Ed. teacher will prepare a schedule that shows allocated times for resource support. Admin will monitor the use of resource support to ensure that effective instructional practices are being employed to meet the needs of the students. Resources will be identified to support the TIER III resource support.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: SCHOOL PROGRESS- To increase the overall percentage of students meeting Approaches or above on STAAR Math by 10% and district assessment by the end of the 2024 school year.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of teachers will utilize assessment reports to assess students starting points and create TIERED intervention groups according to students ability level. Teachers will progress monitor throughout the year and utilize flexible grouping to meet student' needs.






Evaluation Data Sources: TEA BOY Results
REN 360 Report
On Track
District Assessments
Appraiser Approved Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use snapshot blueprints to ensure that each objective covered is being taught. Strategy's Expected Result/Impact: Students will receive intervention based on their individual instructional need. Staff Responsible for Monitoring: IAT Coordinator & Classroom Teachers Action Steps: Progress monitoring will be done periodically and results will be used to drive small group instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Measurable Objective 2: 50% of students will demonstrate growth on each administration of the district snapshots.

Evaluation Data Sources: OnTrack Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the blueprint for each snapshot to ensure that all objectives are taught and mastered. Strategy's Expected Result/Impact: Students will demonstrate mastery of each objective taught. Staff Responsible for Monitoring: Classroom Teachers and DDIS Action Steps: PLCs will be held to cover the objectives being taught and design lesson to help students master those objectives. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 50% of students will demonstrate growth on TEA STAAR release tests.

Evaluation Data Sources: On Track Reports

Strategy 1 Details	Reviews			
Strategy 1: Students with no STAAR history or did not pass STAAR last year in grades 4 and 5 will take the TEA BOY assessment and data will be used to target instruction during small groups and after school tutorials. Strategy's Expected Result/Impact: Students will master more objectives and become more proficient in test taking strategies. Staff Responsible for Monitoring: Classroom Teachers, Campus Test Coordinator, IAT Coordinator Action Steps: Monitor student success and modify instructional strategies as necessary. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






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- Target Tier 1 instruction so that teachers are providing strategies that help students master content during whole group instruction.

Strategic Priorities: Expanding Educational Opportunities






Measurable Objective 1: Implement HB4545 to ensure that 100% of 4th and 5th grade students either not successful on STAAR last year or the TEA BOY have supports in place to meet their needs. Create a strategic intervention plan to meet the individual needs of each of those students.

Evaluation Data Sources: Progress monitoring, snapshots, district assessments, R360, and BRR.

Strategy 1 Details	Reviews			
Strategy 1: Provide intervention to 4th and 5th grade students that qualify for HB4545 services. Strategy's Expected Result/Impact: Fewer 4th and 5th grade special education students will fall under the HB4545 umbrella. Staff Responsible for Monitoring: Hb4545 Coordinator IAT Chairperson Special Education Chairperson Resource Teacher Classroom Teacher Action Steps: The classroom teacher and the resource teacher will collaborate in order to increase mastery during Tier 1 instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

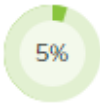




Measurable Objective 2: 50% of the kindergarten through third grade special education students will show growth each quarter on R360.

Evaluation Data Sources: R360
 Progress Monitoring Tool
 Intervention Reports

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will provide all special education students with appropriate modifications during instruction and independent work. Strategy's Expected Result/Impact: Students will gain the knowledge and experience on using each accommodation so that they can use it successfully. Staff Responsible for Monitoring: Special Education Chairperson Resource Teacher Classroom Teacher Action Steps: Modifications will be discussed during ARDs, IAT meetings, and LPAC meetings. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 50% of special education students will develop comprehension and understanding of text skills.






Evaluation Data Sources: Benchmark Running Records
R360
Anecdotal Records

Strategy 1 Details	Reviews			
Strategy 1: Students will receive small group instruction allowing them to focus on structured reading strategies. Strategy's Expected Result/Impact: Special education students will develop comprehension skills. Staff Responsible for Monitoring: Resource Teacher Classroom Teacher TADS Appraiser Action Steps: Modifications will be a "look for" while completing classroom observations and walkthroughs. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals**Goal 1: ATTENDANCE-** Attendance for each grading cycle will improve by .1% with a year end attendance rate of 97.5%**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: To increase the overall percent of attendance to 97.5%. Attendance will be stressed during morning and afternoon announcements. Every morning classes with 100% attendance the day before will be announced. On Friday, classes with 100% attendance for the entire week will be announced. To recognize teachers with 98% attendance or higher for each reporting cycle.

Evaluation Data Sources: Attendance Reports
Morning and Afternoon Announcements/Karen Mason
SIRS Clerk
Classroom Teacher

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: If students are not present in the morning when class starts they send the student's name to their assigned staff member to call parents and find out why they are not in school. This is done by 8:00 so that parents have time to get children to school before missing instruction. Parents will attend a recognition breakfast for students with 100% attendance. Friday recognition during announcements. Teachers will receive a sign to place outside their classroom.</p> <p>Strategy's Expected Result/Impact: The number of students arriving tardy, after 8:00 am will decrease. Reduce absence rate. Monitor attendance reports to meet district attendance expectations. Reduce absence rate.</p> <p>Staff Responsible for Monitoring: Instructional staff assigned to grade levels Wraparound Leadership Team Classroom Teachers SIRS Clerk Classroom Teachers</p> <p>Action Steps: Monitor and track students with continuous patterns are arriving tardy to school, refer to wraparound. Attendance will be stressed during morning and afternoon announcements. Every morning classes with 100% attendance the day before will be announced. On Friday, classes with 100% attendance for the entire week will be announced. Parent conferences will be held for students that have 5 or more absences per cycle. Teachers will receive a sign to place outside their classroom.</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE-We will ensure that incidences related to discipline and safety have an occurrence rate of 1% or less of the Browning student enrollment.






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

Measurable Objective 1: Teachers will implement the use of Class Dojo to communicate with parents regarding student behavior as needed at least 95% of the time. The campus will remain in compliance 100% throughout the school year with monthly fire drills. The campus will conduct intruder drills each month and remain 100% in compliance.

Evaluation Data Sources: Class Dojo Behavior % Report

Discipline Report

Safety Drill Report

Strategy 1 Details	Reviews			
<p>Strategy 1: All teaching staff will communicate student behavior with parents verbally and/or by utilizing the points system provided by the Class Dojo system. Implement safety drill to asses the protocols for emergency procedures. Implement safety drill to asses the protocols for emergency procedures. Implement intruder drills to asses the protocols for emergency procedures.</p> <p>Strategy's Expected Result/Impact: Incidences related to discipline and safety will have an occurrence rate of 1% or less.</p> <p>Staff Responsible for Monitoring: Mrs. Lara-Garcia/Principal, Mrs. Mason/Teacher Specialist, Mr. Chapa/Teacher Specialist, Pk-5th Grade Teachers</p> <p>Action Steps: 100% of teachers will create a teacher account on Class Dojo and link it to their classroom. The teachers will communicate with parents regarding student behavior as a means of documenting and addressing the behavior before it worsens.</p> <p>The school will implement monthly fire drills where classes have to be vacated and students have to be transitioned to a safe location in the playground area. Drills will change periodically from obstructed to unobstructed.</p> <p>Intruder drills will be implemented monthly where teachers have to lock down their classrooms, cover the window, and quiet the students so that an intruder is not aware that the classroom is occupied.</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION-100% of the Browning Elementary staff will receive training related to protocols for monitoring and reporting events related to prevention & safety.

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

Measurable Objective 1: 100% of all faculty/staff will complete the HISD online district mandated courses. Reduce the number of reported bullying incidents from parents to campus by at least 5%. Ensure that 100% of the school staff is reporting suspected child abuse to Child Protective Services

Evaluation Data Sources: Certificates, Parent Sign-in Sheet, Verbal Report by Teacher, CPS School Visit

Strategy 1 Details		Reviews			
Strategy 1: Complete Online Courses, Parent Presentation on Bullying and What to Look For, Complete Online Course of Reporting Suspected Child Abuse Strategy's Expected Result/Impact: 100% of the Browning Elementary staff will receive training related to protocols for monitoring and reporting events related to prevention & safety. Incidents involving staff's awareness of procedures related to visitor access, abuse report protocols, and bullying identification will decrease. Staff Responsible for Monitoring: Mrs. Lara-Garcia/Principal, Mr. Chapa/ Teacher Specialist, Mrs. Mason/Teacher Specialist PK-5th Grade Teachers, Ms. Johnston/Nurse Action Steps: Faculty and staff will complete all of the beginning of the year courses and implement the information that was learned within throughout the school year. All staff members will be held accountable for abiding by the information obtained. Staff will be responsible for monitoring bullying incidences and reporting incidents to school administration. School administration and teachers will follow up with parents regarding alleged bullying incidents and document the information on PowerSchools. Teachers will report suspected child abuse to CPS/Texas Department of Protective Services through email or telephone. Teachers will make administrators aware of the suspected abuse and the administrator will make a report also.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION -To increase the number of Special Ed students at the approaches level from 23% to 50%

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: 100% of SpEd teaches will implement learned knowledge acquired during their PD, webinars, and online instruction being offered by HISD. The teachers will provide students with strategic lessons that address any mathematical deficiencies that students may have. Teachers will monitor students' progress throughout the year and modify lessons to fit their needs.






Evaluation Data Sources: REN 360 Report

On Track

District Assessments

Appraiser Approved Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Create Folders on TEAMS with Student IEPs, accommodations, and modifications, Monitor Eazy IEP, Schedule ARD Meetings within the Specified Time, Resource, Small Group, Interventions</p> <p>Strategy's Expected Result/Impact: At least 50% of students identified under special education will meet Approaches in reading and 75% in math on the STAAR.</p> <p>Staff Responsible for Monitoring: Mrs. Lara-Garcia/Principal, Alma Gonzales/Dept. Chair-Resource Teacher, BSC Teacher PK-5th Grade Teachers</p> <p>Action Steps: The school will narrow the educational gap for special education students by providing resource support where students receive push-in/pull-outs from the SpEd department. In addition, the students will be provided with intervention support and small group instruction through Imagine Learning to decrease deficits in their academic needs. The special education department will ensure that all teachers who servie SpEd students are provided with their IEP to make them aware of any accommodations or modifications the students need. The special education department will monitor Eazy IEP to remain cognizant of any ARDs that are due by documenting dates on their calendars and setting timelines for when parent notifications will be sent out for upcoming ARDS.</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






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: GT students will participate in Renzulli Learning activities a minimum of 90 minutes per week and participate in at least one project throughout the school year.

Evaluation Data Sources: Renzulli Learning Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Provide opportunities for students to be tested in Gifted and Talented, Ensure that all special population groups are being actively monitored and programs are implemented appropriately, Increase differentiated instruction and ensure service are being provided</p> <p>Strategy's Expected Result/Impact: To increase the number of GT students from 7 to 12.</p> <p>Staff Responsible for Monitoring: Karen Mason, Classroom Teachers, HISD Advanced Academic Department and Professional Development Department</p> <p>Action Steps: All Kindergarten and Fifth Grade students that are not currently identified will be tested per district mandate. Parents and teachers will request for students to be tested that they feel could meet the eligibility requirements.</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT

The administrative team will collaborate with the Title 1 coordinator to set up parent meetings throughout the year. Parents will be given the opportunity to attend the morning or evening session. Meetings will be held virtually so that more parents can participate from any location.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of the Browning Elementary School Teaching Staff will interact with parents at least once per week. Principal meetings will be held once per month to update parents on events/protocols and to receive parent feedback. Teach parents strategies to help them support math and literacy in the home.

Evaluation Data Sources: Parent Surveys
Sign-in Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 100% of the Browning Elementary School Teaching Staff will interact with parents at least once per week. Principal meetings will be held once per month to update parents on events/protocols and to receive parent feedback. Teach parents strategies to help them support math and literacy in the home.</p> <p>Strategy's Expected Result/Impact: Teachers will use Class Dojo to establish an open line of communication with parents and serve as a resource to bridge the school to community. Meetings will be held virtually so that all parents can attend. Parents will be provided with an invite and a link to join the meeting event. Parent Presentation on Math and Literacy at Home</p> <p>Staff Responsible for Monitoring: Lara-Garcia, Principal Walls-Boston, Assistant Principal Karen Mason- Teacher Specialist PK-5th Grade Teachers</p> <p>Action Steps: The administrative team will monitor the school's Class Dojo account for teacher interaction. The team will reinforce the use of the platform by tying it into TADS PR-7: Communicates with parents throughout the year. The admin team will provide teachers with the expectation that 100% of the teaching staff has to obtain a Class Dojo account and join the school's Class Dojo page. The administrative team will collaborate with the TITLE I Coordinator to set up parent meetings throughout the school year. Parents will be provided with the opportunity to attend the morning or evening session. Meetings will be held virtually so that parents can access the meeting from any location.</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by Nurse Ashley Johnston

Estimated number of students to be screened: 400

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.

Measurable Objective 2: 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.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Ashley Johnston

Estimated number of students to be screened: 150

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.

Measurable Objective 3: 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.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Ashley Johnston

Estimated number of students to be screened: 150

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.

Measurable Objective 4: 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.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Ashley Johnston

Estimated number of students to be screened: 0

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.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Ashley Johnston

Estimated number of students to be screened: 20

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.

Measurable Objective 6: 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.

Evaluation Data Sources: 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.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:






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: 100% of parents will be provided with safety, social-distance and hygiene practices to decrease the spread of COVID19.

Evaluation Data Sources: Parent Surveys and Sign-In Sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Share on class dojo and the school website safety, social distance and hygiene practices, parent newsletter will indicate safety practices, and parent quarterly meeting to provide additional support and resources Strategy's Expected Result/Impact: Decrease the spread of COVID-19 Staff Responsible for Monitoring: Wraparound - Yvonne Cortina Nurse - Ashley Johnston Principal - Annie Garcia Action Steps: The school will provide family nights, virtually, where parents can engage in learning activities that promote how to safely social-distance and practice consistent hygiene practices to decrease the spread of COVID19.				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Measurable Objective 1: To reduce the number of Tier III students from BOY to MOY to EOY in Science

Evaluation Data Sources: Common Assessments, District Snapshots, District Leveled Assessment, and student Science CFU's

Measurable Objective 2: Implement UPG and sheltered instruction strategies to improve Science performance

Evaluation Data Sources: Common Assessments, District Snapshots, District Leveled Assessments, Science CFU's

Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers will re-teach and provide small group interventions for Tier II and III students while monitoring their progress bi-weekly and monthly.
3	1	1	1	Teachers will use snapshot blueprints to ensure that each objective covered is being taught.
3	1	3	1	Students with no STAAR history or did not pass STAAR last year in grades 4 and 5 will take the TEA BOY assessment and data will be used to target instruction during small groups and after school tutorials.
4	1	1	1	Provide intervention to 4th and 5th grade students that qualify for HB4545 services.
4	1	2	1	Classroom teachers will provide all special education students with appropriate modifications during instruction and independent work.

RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
4	1	2	1	Classroom teachers will provide all special education students with appropriate modifications during instruction and independent work.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers will re-teach and provide small group interventions for Tier II and III students while monitoring their progress bi-weekly and monthly.
3	1	1	1	Teachers will use snapshot blueprints to ensure that each objective covered is being taught.
3	1	2	1	Teachers will use the blueprint for each snapshot to ensure that all objectives are taught and mastered.
3	1	3	1	Students with no STAAR history or did not pass STAAR last year in grades 4 and 5 will take the TEA BOY assessment and data will be used to target instruction during small groups and after school tutorials.
4	1	1	1	Provide intervention to 4th and 5th grade students that qualify for HB4545 services.
4	1	2	1	Classroom teachers will provide all special education students with appropriate modifications during instruction and independent work.
4	1	3	1	Students will receive small group instruction allowing them to focus on structured reading strategies.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	2	1	Teachers will use the blueprint for each snapshot to ensure that all objectives are taught and mastered.
4	1	1	1	Provide intervention to 4th and 5th grade students that qualify for HB4545 services.
4	1	2	1	Classroom teachers will provide all special education students with appropriate modifications during instruction and independent work.
4	1	3	1	Students will receive small group instruction allowing them to focus on structured reading strategies.

State Compensatory

Budget for 120 Browning Elementary School

Total SCE Funds: \$82,134.89

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

There is a need to close the academic gap for all students by tracking and providing interventions to increase the number of students reading on grade level and more students performing in the meets and masters categories. An academic tutor will be funded to ensure we meet our reading goals. The other area of need is based on our prior years science results. We need to increase from 34% to 70% or higher. The ESO 2 will provide vertical alignment PD support. Students identified at Tier II will get interventions in and out of school. Teachers will be paid extra duty pay. Resources to support teachers in teaching these students will be purchased to increase academic performance. Funds will also be used to pay fees for teachers to attend professional development off campus.

Personnel for 120 Browning Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Quinn, John Daniel	Tchr, Fifth Grade	1
Vacant	Tchr, Fifth Grade	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Data results for 2018-2019 school year, reflects that Browning met all standards and is expected to receive a C rating from Texas Accountability System.

Domain 1: All test all students, the school earned a score of 77

Domain 2: Student progress, the school earned a score of 73

Domain 3: Closing the gap, the school earned a score of 71

Overall score school received was a 77

Areas that students demonstrated proficiency was in reading, math and writing. On STAAR reading, students in grade 3 increased from 69% to 76%. In grade 4 they increased from 45% to 84%. In grade 5 they slightly decreased from 77% to 73%. On STAAR math, students in grade 3 increased from 80% to 82%. In grade 4, they increased from 84% to 87%. Grade 5 decreased from 100% to 87%. On STAAR Writing, students increased from 66% to 79%. The area that demonstrated a need for improvement is STAAR science. Students decreased from 80% in the 2018 to 34% in 2019.

Browning was not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. Browning did not earn any distinctions for designations.

In analyzing the student data results there is a significant need to increase the number of students scoring at the meets and the masters level and to ensure they do not regress in any category. Teachers will attend a professional development sessions where they will learn effective best practices and strategies with the resources and tools necessary to grow and support them in order to make an impact on student learning.

There is a need to close the academic gap for all students by tracking and providing interventions to increase the number of students reading on grade level and performing in the meets and masters categories. The other area of need is based on our prior year science results. We need to increase from 34% to 75% or higher. The district science TDS will provide vertical alignment support for teachers in grades 2 on up feeding into 5th grade.

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.

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:

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

The SIP is available to parents in the following locations:

Campus, Campus Website, Parent Meetings

The SIP was made available to parents by:

School Messenger, Class Dojo, Campus Website, School Newsletter

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 school wide reform strategies:

- HB 4545 Accelerated Learning
- My On Reading
- Imagine math
- Imagine Literacy
- Intervention blocks

2.5: Increased learning time and well-rounded education

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

- Saturday Tutorials
- After school tutoring
- After School clubs.
- Boys and girls scouts

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:

- Vivian Martinez-Parent
- Annie Lara - Principal
- Grant Sadler - Business Partner/Community Member
- Jocelyn Moten/Keithia McQueen- School Staff Member
- Lauren Flegle - Teacher
- Gerardo Chapa - Admin

The PFE was distributed

- On the campus website
- As a handout

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement includes

- VIPS Orientation Meeting
- STAAR Prep by Grade Level/Content for Parents
- Content Family Night (Literacy/Math)
- Collaborate with the Parent Engagement Department to Plan Parent Trainings to Improve Campus Status

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 - 9/24/21
- Meeting #1 Alternate -9/24/21
- Meeting #2 - 12/17/21
- Meeting #2 Alternate - 12/17/21
- Meeting #3 - 2/25/21
- Meeting #3 Alternate - 2/25/21
- Meeting #4 - 4/29/22
- Meeting #4 Alternate -4/29/22

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gerardo Chapa	Instructional Specialist	Title 1	

Addendums