

EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT PLAN: 2021-2022

Campus Name: 120 Browning Elementary School

Campus#: 120

Principal: Annie Lara Garcia

School Office: ESO2

Executive 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.

Data results for the 2018 - 2019 school year reflect that Browning met all standards and is expected to receive a C rating from the Texas Accountability System. Data results reflect as follows: 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, which resulted in an overall score of 77. Browning was not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. Browning did not earn any distinction designations.

Analysis of the student data results demonstrates that there is a significant need to increase the number of students scoring at the meets and the master's level and to ensure they do not regress in any category. Teachers will attend professional development sessions where they will learn effective best practices and strategies that will enable them to make the professional growth that's necessary to positively impact student learning.

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 among our young stakeholders. Our 2021-2022 goal is to become a gold family-friendly campus school by the end of the school year.

Measurable goals in GOAL 1 ELAR are:

- Reduce the number of Tier II and III students from BOY, to MOY, to EOY by 5%
- 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%.
- 100% of students will complete their BOY running record and BOY REN360

Measurable goals in Goal 2 Math are:

- At least 70% of 3rd-5th grade students will increase their math fluency in either addition/subtraction or multiplication/division
- At least 70% of students enrolled as kindergarten-2nd grade at Browning will acquire math skills at grade level.
- At least 50% of students identified under the SpEd. umbrella, at Browning, will acquire math skills at grade level

Measurable goals in Goal 3 School Progress are:

- 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 students' needs
- 50% of students will demonstrate growth on each administration of the district snapshots
- 50% of students will demonstrate growth on TEA STAAR released tests

Measurable goals in Goal 4 Closing the Gaps are:

- 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.
- 50% of the kindergarten through third grade special education students will show growth each quarter on R360
- 50% of special education students will develop comprehension and understanding of text skills.

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 has 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%.