



Robert Browning Elementary

33 teachers • 1053 parents

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My Classes

- New class
- All classes
- Lopez Class
you
- Ms. Serrano's Class
Ms. Serrano

Archived Classes



Ms. RODARTE
Robert Browning Elementary

Nov 10

Title I Meeting: Friday, November 10, 2023, at 9:00 and 3:00 PM today!

Hello Browning Parents, We would like to invite you to our Title 1 meeting that will be held at two different times. Our first meeting will be at 9:00 AM and our second will be at 3:00 PM. Please click the links below to join either meeting. Hope to see you there!

Ms. Lopez
Title I Coordinator

Hola padres de Browning: Nos gustaría invitarlos a nuestra reunión de Título 1 que se llevará a cabo en dos horarios diferentes. Nuestra primera reunión será a las 9:00 a. m. y la segunda será a las 3:00 p.m. Haga clic en los enlaces a continuación para unirse a cualquiera de las reuniones. ¡Espero verte allí!

Sra. López
Coordinador de Título I

9:00 AM-

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3:00 PM-

https://nam11.safelinks.protection.outlook.com/ap/t-59584e83?url=https%3A%2F%2Fteams.microsoft.com%2F%2Fmeetup-join%2F19%253ameeting_OWmWOTYOMzctYjc2Mi00ZTdmLTgyY2ItM2Q5ZmYwZGRINjI3%2540thread.v2%2F0%3Fcontext%3D%257b%2522Tid%2522%253a%2522f5eb9966-9336-4b33-8895-9982425b13ed%2522%252c%2522Oid%2522%253a%2522a9cd22c0-1c31-43bb-8276-3933f66f942b%2522%257d&data=05%7C01%7CJRODARTE%40houstonisd.org%7C0bcb27f7b99240d4027608dbdfaa2c22%7Cf5eb996693364b3388959982425b13ed%7C1%7C0%7C638349694223998024%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IktHaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C&sdata=oMr40Auw7Hf00LCJEK%2BXUFcr1SnuVA%2F%2Bxc%2Fu2uaamXk%3D&reserved=0

SY 23-24 School Action Plan

Campus	Browning Elementary
Principal	Annie M. Lara Garcia
Grades Served	PK3 – 5 th Grade
Enrollment	420

The timeline for School Action Plan submission can be found below:

Now-July 15: Principals work with campus teams to complete the first version

July 15: Submit draft to Division Superintendent and/or ED via email

July 15-August 15: Work with ED to solicit and incorporate feedback and finalize version for submission **August**

15: Final submission for SY 23-24

1 SY23-24 School Action Plan Template

Key Action *(Briefly state the specific goal or objective.)*

Browning Elementary will increase the level of student engagement in all PK-5 classrooms through the intentional planning and delivery of multiple-response strategies (MRS) during direct instruction. Teachers will prioritize engagement strategies to ensure 100% of students are reading, writing, critically thinking, or engaging in dialogue throughout the lesson cycle.

Indicators of Success *(Measurable results that describe success.)*

- Student performance levels will improve by 10% as a result of the increased use of multiple response strategies, as measured on the MOY and EOY administered in December and May.
- Of 100% teacher spot observations completed in October by the Browning leadership team, 75% of teachers will receive a “1” or higher on the use of multiple response strategies. This percentage will increase to 90% by February 2024.

Specific Actions – School Leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- School leaders will provide effective professional development sessions around high leverage multiple responses approaches during August Pre-Service sessions.
- School leaders will meet monthly to analyze spot observation data and track progress towards achievement of the indicators of success.
- School leaders will provide additional coaching and support to teachers that are not progressing towards the indicators of success.
- School leaders will provide effective, ongoing real time coaching and feedback to teachers related to student engagement and high-level learning during all classroom visits.

Specific Actions – Staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will train students in protocols that will allow them to be independent learners by using M.R.S. strategies within the first 25 days of content instruction.
- Increase level of student engagement during instruction by implementing a variety of multiple response strategies and utilizing a classroom timer to meet instructional time expectations.
- Teachers will develop lesson plans that outline multiple response strategies being delivered throughout their lessons on a weekly basis.
- Teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study.

Key Action *(Briefly state the specific goal or objective.)*

Browning Elementary will establish effective data protocols to monitor, improve and achieve Math instructional equity. Through effective implementation of Eureka Math Curriculum, Browning Elementary will show evidence of growth in Domain I: Achievement.

Indicators of Success *(Measurable results that describe success.)*

- 75% of K-2 students will show growth from the BOY to the MOY and growth from the MOY to the EOY according to the NWEA and weekly assessments.
- 75% of 3-5 students will show growth from the BOY to the MOY and growth from the MOY to the EOY according to the NWEA and weekly assessments.
- During the 2023-2024 school year, 100% of all math teachers will deliver highly effective instructional approaches that support the Eureka Math Curriculum, daily as evidenced through SPOT observations, and/or real time coaching data.

Specific Actions – School Leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- School leaders will engage in instructional delivery sessions through PLC's and provide professional development referencing the Eureka Curriculum.
- School leaders will provide effective professional development on STAAR 2.0 question and answer selection types, utilizing cross-content curriculum, and relevant cultural experiences.
- School leaders will lead and support in planning sessions for data analysis of District benchmarks and support teachers in creating individualized Math instructional needs.
- School leaders will develop a system for collecting and analyzing math data, which will determine targeted groups for interventions.

Specific Actions – Staff *(What specific action steps will the staff take to accomplish the objective?)*

- Utilize the lesson plan template provided by administration, to guide the internalization of effective Math/Eureka aligned lessons.
- Support student learning by using data from Eureka Module assessments, District Assessments and DOL (Demonstration of Learning) to drive instruction and intervention plans.
- Teachers will engage in Data Digs to analyze and evaluate District benchmarks and weekly assessments to support in creating individualized Math instructional needs.
- Teachers will provide rigorous Math DOL's that are aligned to the STAAR 2.0 question format to ensure that effective Math instructional delivery is impacting student growth.

Key Action (*Briefly state the specific goal or objective.*)

Achieve instructional equity and meet student academic needs through the effective implementation of The Science of Reading Curriculum within all classrooms, including those that follow the Dual Language Model.

Indicators of Success (*Measurable results that describe success.*)

- By June 2024, Kindergarten - 2nd Grade will be reading at or above grade level with an increase from 14% to 40%.
- By June 2024, 3rd Grade - 5th Grade will be reading at or above grade level with an increase from 57% to 75%.
- During the 2023-2024 school year, 100% of all math teachers will deliver highly effective instructional approaches that support The Science of Reading Curriculum, daily as evidenced through SPOT observations, and/or real time coaching data.

Specific Actions – School Leaders (*What specific action steps will the building leaders take to accomplish the objective?*)

- School leaders will provide effective professional development on STAAR 2.0 question and answer selection types, utilizing cross-content curriculum, and relevant cultural experiences.
- Coach and provide Literacy support at least twice a week based on student reading level and data which includes, but not limited to STAAR, Running Record, HFW, and District Assessments.
- School leaders will lead and support in planning sessions for data analysis of District benchmarks and support teachers in creating individualized Reading instructional needs.
- School leaders will develop a system for collecting and analyzing Reading data, which will determine targeted groups for Reading interventions.

Specific Actions – Staff (*What specific action steps will the staff take to accomplish the objective?*)

- Use and implement with fidelity Dual Language instructional strategies – sentence stems, GLAD strategies, anchor charts with cross linguistic connections, writing across the disciplines, thinking maps.
- Implement the project-based learning approach to give students the opportunity to use higher order thinking skills when responding to inferential and evaluative level questions.
- Use decoding and language comprehension skills (Language Comprehension x Word Recognition= Reading Comprehension) throughout the literacy instruction, to support and promote long-term dual language success in both languages.
- Promote student learning by teaching content vocabulary in both languages and scaffold throughout all content areas.

Key Action *(Briefly state the specific goal or objective.)*

Browning Elementary will improve the quality of instruction delivered to students identified in special education. Students receiving special education services, regardless of their disability label or educational placement, will make adequate progress towards mastering their IEP goals and meeting grade-level standards. All staff personnel supporting students in special education will receive appropriate professional development and the resources necessary to deliver high-quality instruction.

Indicators of Success *(Measurable results that describe success.)*

- During the 2023-2024 school year, the campus will be at 100% with compliance and IEP's.
- As measured through special education progress reports, 90% of students identified in special education will make appropriate progress towards mastery of their IEP goals. The graphs created in the progress report will determine trends that will determine if a student is making appropriate progress or not.
- 90% of students identified in special education will demonstrate progress from middle-of-year (MOY) to end-of-year (EOY) on the NWEA Reading and NWEA Math assessments.

Specific Actions – School Leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- School leaders will create a Browning Elementary special education organizational chart that clearly defines the day-to-day roles, responsibilities, and schedules of all members that support the special education team.
- School leaders will strategically assign homerooms to students receiving special education services to promote a more efficient model of delivering in-class support, resource, and dyslexia services.
- School leaders will provide effective professional development sessions around the alignment of effectively written IEPs to high quality learning approaches during August Pre-Service sessions and PLC's.
- School leaders will conduct by-weekly check-ins with the campus Special Education Chair to discuss observations and feedback taking place as it relates to students receiving Special Education services.

Specific Actions – Staff *(What specific action steps will the staff take to accomplish the objective?)*

- Instructional staff will engage in discussion and feedback processes for ongoing real time coaching and feedback of classroom visits.
- Instructional staff will support student learning and engagement by providing accommodations and supplemental aids to support and meet student's academic needs as stated on student IEPs.
- Special education teachers and general education teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study.
- Case managers will develop a system for collecting and analyzing IEP goal data on a three-week timeline. Case managers will create student binders or portfolios to collect student work throughout the year.

