

Killeen Independent School District
Brookhaven Elementary School

2024-2025



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Brookhaven is a small campus with less than 600 students. The attendance rate for the 23-24 school year was 93%, this is a slight increase from the 22-23 school year (92%).

2023-2024 Special Populations of Brookhaven Elementary Students	
Dyslexia	10.14%
Foster Care	0%
Homeless	0.18%
Immigrant	0.72%
GT	1.45%
Military Connected	28.99%
Special Education	26.81%
At-Risk	42.39%
Economically Disadvantaged	86.41%
Section 504	6.16%
EB Students	5.25%
2023-2024 Ethnic Breakdown of Brookhaven Elementary Students	
African American	37.68%
Hispanic	32.61%
White	12.68%
American Indian	0.36%
Asian	0.72%
Pacific Islander	2.9%
Two or More Races	13.04%

Student Success

Student Success Summary

Goal 1.1 Pathways for ALL students to build connections.

Clubs and Organizations: Fit for Fun, Art and Drama, Lego Club, Student Ambassadors, and Choir.

Community Connections and Family Events: Communities in Schools, Little Broncos Literacy Club, Freedom Walk, Heritage Celebrations, Reading, Math and Science Curriculum Nights, Mathnasium, Dyslexia and ESL Parent Information Nights, Science Fair, 5th Grade Sneaker Ball, Fine Arts Show, GT Showcase, Book Fairs, Volunteers and Academic Awards.

Discipline Data for 23-24 SY:

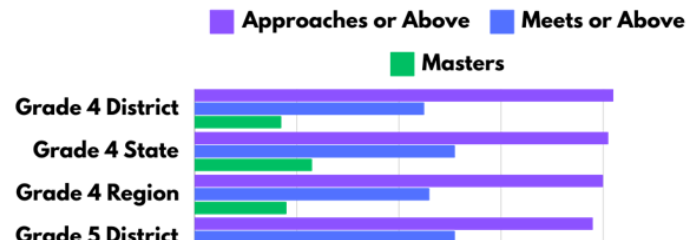
Totals for All Buildings Selected		Hispanic/Latino	Black or African American	White	Two or More Races	Male	Female	Free/Reduced	Military	504	SPED	All
Total Student Population		33.85%	36.79%	12.36%	12.67%	51.93%	48.07%	68.01%	14.99%	6.34%	20.56%	647
Total Incidents		16.38%	53.45%	11.21%	18.97%	79.31%	20.69%	72.41%	5.17%	13.79%	27.59%	116

Attendance:

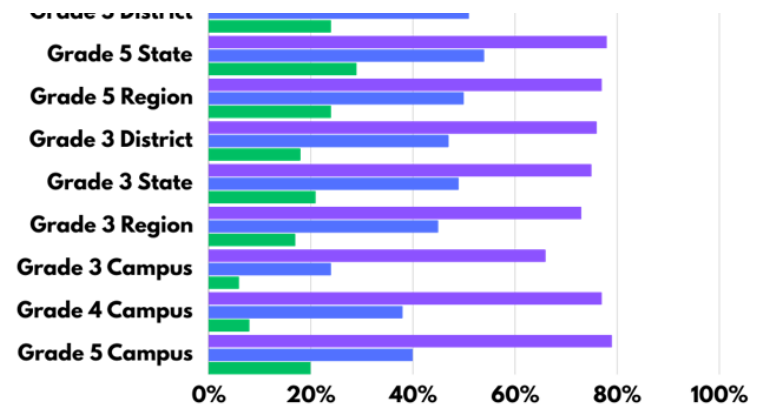
Date Absent	Attendance Code Description	Comment	Count Of Absences by Code
08/14/2023 to 05/22/2024	Excused Absence		203
	In School Suspension		31
	Medical Note		945
	Out of School Suspension		4
	Parent Note		1990
	Unexcused Absence		2896
	Total Absences		6069

Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing.

		Approaches	Meets	Masters
Grade 3	Campus	66%	24%	6%
	District	76%	47%	18%
	Region	73%	45%	17%
	State	75%	49%	21%



Grade 4	Campus	77%	38%	8%
	District	82%	45%	17%
	Region	80%	46%	18%
	State	81%	51%	23%
Grade 5	Campus	79%	40%	20%
	District	78%	51%	24%
	Region	77%	50%	24%
	State	78%	54%	29%



Constructed Response	0-points
Grade 4 2024	47%
Grade 3 2023	62%

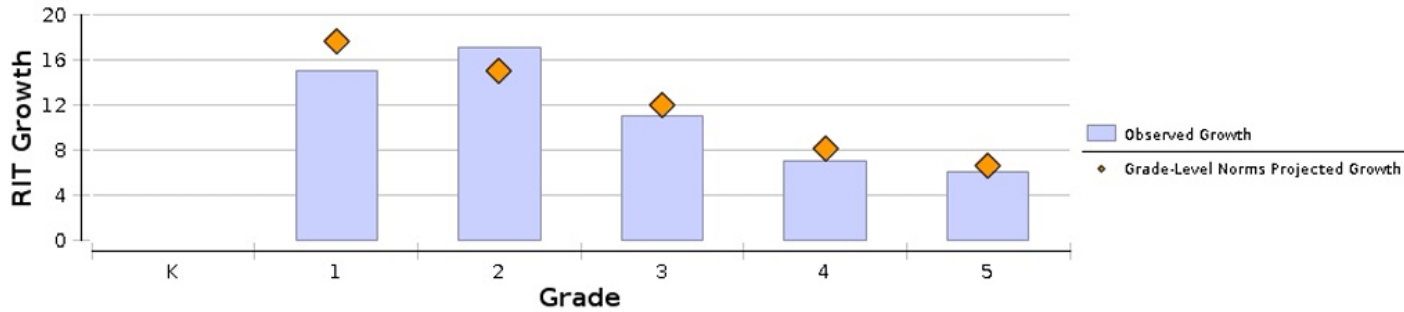
Constructed Response	0-points
Grade 5 2024	59%
Grade 4 2023	58%

Brookhaven EL

Language Arts:
Reading

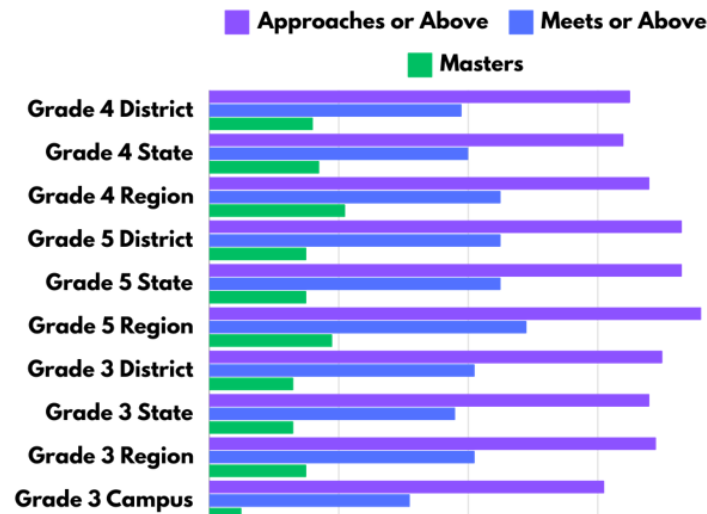
Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Spring 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**		**						
1	76	151.8	11.5	40	166.4	14.2	22	15	1.0	17.5	-1.10	14	76	35	46	41
2	63	165.3	12.0	17	182.6	14.0	34	17	1.2	14.9	0.94	83	63	41	65	60
3	81	180.7	15.2	25	191.9	16.4	23	11	1.1	12.0	-0.39	35	81	39	48	46
4	77	194.0	15.7	33	201.3	15.7	31	7	0.9	8.1	-0.43	33	77	35	45	42
5	59	201.8	16.8	34	208.2	17.0	35	6	1.0	6.6	-0.12	45	59	30	51	49

Language Arts: Reading

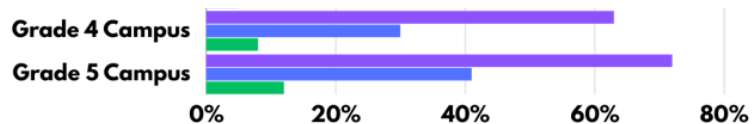


Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics.

		Approaches	Meets	Masters
Grade 3	Campus	61%	31%	5%
	District	70%	41%	13%
	Region	68%	38%	13%
	State	69%	41%	15%
Grade 4	Campus	63%	30%	8%
	District	65%	39%	16%
	Region	64%	40%	17%
	State	68%	45%	21%
	Campus	72%	41%	12%



Grade 5	District	73%	45%	15%
	Region	73%	45%	15%
	State	76%	49%	19%

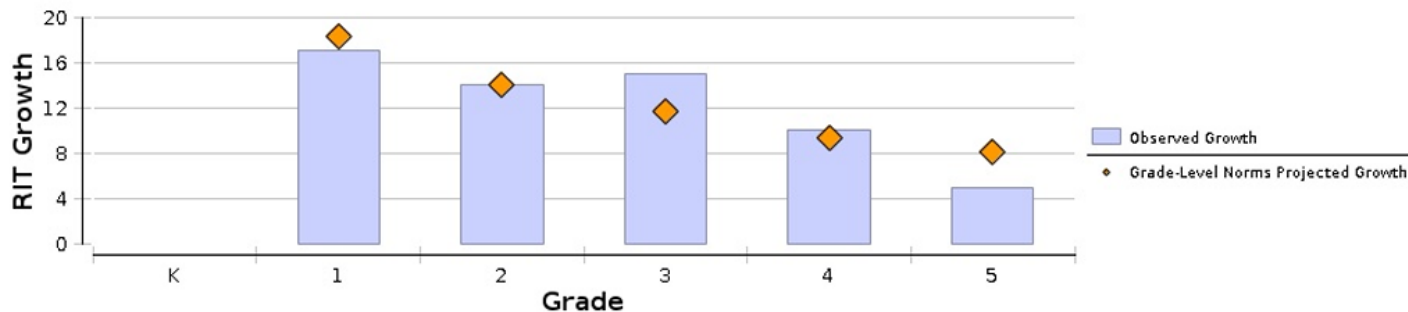


Brookhaven EL

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events#	Comparison Periods						Growth Evaluated Against									
		Spring 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**						**			
1	76	156.2	12.1	43	172.9	13.7	29	17	0.8	18.3	-0.67	25	76	36	47	43	
2	63	173.3	13.0	31	186.8	12.7	34	14	0.9	14.1	-0.25	40	63	31	49	45	
3	81	182.8	15.2	14	197.7	17.0	30	15	1.0	11.7	1.43	92	81	55	68	68	
4	75	196.1	14.1	22	206.5	15.5	29	10	0.9	9.3	0.49	69	75	46	61	55	
5	60	207.4	19.3	34	212.2	20.5	22	5	1.1	8.2	-1.43	8	60	19	32	32	

Math: Math K-12

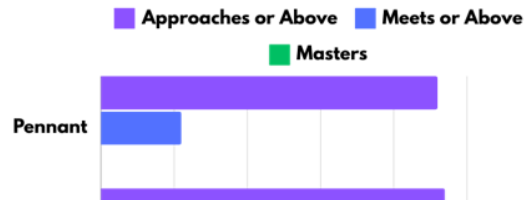


Goal 1.4 All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce.

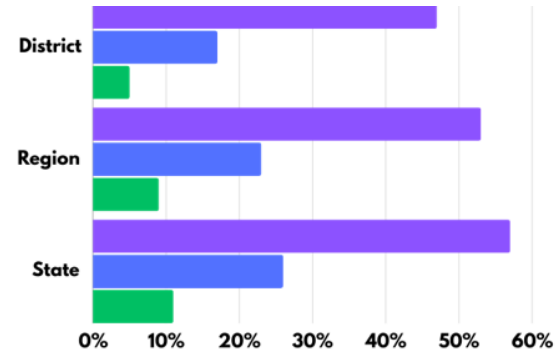
- At-risk students are monitored and tracked
- RTI is implemented with fidelity and additional assessments are requested if needed
- End of Year grade committee review
- Campus Career Day

Science STAAR Data:

	Year	District	Region	State	Campus
Approaches	2024	47%	53%	57%	46%
	2023	59%	63%	65%	51%



Meets	2024	17%	23%	26%	11%
	2023	26%	32%	36%	20%
Masters	2024	5%	9%	11%	0%
	2023	9%	13%	16%	3%



TELPAS Data:

Spring 2024 TELPAS Results - Composite Score

	St	Beginner	Intermediate	Advanced	Advanced High
	Count	2024	2024	2024	2024
STATE	630392	23%	37%	27%	12%
DISTRICT	2532	15%	38%	34%	13%
BROOKHAVEN EL	28	11%	29%	46%	14%

Student Success Strengths

Goal 1.1 Pathways for ALL students to build connections.

- Students have numerous clubs to join that reach their interests and special skills such as fitness, art, drama, legos, student ambassadors, and drone club.
- Students are referred to RTI and counselors for behavior and academic intervention when experiencing struggles.
- Communities in Schools provides support for families including food fairs, clothing closet, and counseling services.
- School counseling programs provide character trait instruction and multi-tiered services to support all students.
- Attendance has improved steadily over the last 3 years.

Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing.

- 4th grade students have improved on their constructive responses through consistent implementation of the writing process.
- The percentage of 5th grade students achieving Masters on Reading STAAR grew from the 23-24 SY.

Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics.

- 3rd and 4th Grade students exceeded the projected growth for MAP math.
- 5th Grade students scored within the mid-range results for the district and state in Math STAAR.

Goal 1.4 All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce.

- Emergent Bilingual students performed higher than the district in Advanced and Advanced High rating on TELPAS.

Problem Statements Identifying Student Success Needs

Problem Statement 1: The average percentage of students at the Meets level in reading STAAR are below the district level. **Root Cause:** Low levels of academic vocabulary and a lack of endurance. Inconsistent implementation of a strong phonics program.

Problem Statement 2: The average percentage of students achieving Meets Grade Level standard on STAAR Math is below the district average. **Root Cause:** Low levels of academic vocabulary and a lack of endurance. Inconsistent use of academic vocabulary during instruction and of hands-on activities, manipulatives, and task with real-world connections.

Problem Statement 3: The average percentage of students achieving Meets Grade Level standard on Science STAAR is below the district average. **Root Cause:** Teachers struggle to find quality time for science instruction due to time requirements for ELAR and Math instruction. Inconsistent implementation of experiments and hands on exploration to connect learning with real-world application in grades K-4th.

Problem Statement 4: Students struggle to move from prompt writing to reader response writing type of questions, earning an average of 41% on the writing category of STAAR for 3-5 grade students. **Root Cause:** Since the state has changed the requirements for students to write to a prompt versus writing about what they have read, students and teachers are making the shift on instruction and learning.

Problem Statement 5: Students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. **Root Cause:** Brookhaven has 86.41% Economically Disadvantaged population. Opportunities for engaging in hands-on, real-world experiences are not consistently implemented across grade levels and classes.

Problem Statement 6: There is a need to increase parent involvement and to strengthen the home-school connection that supports student success. **Root Cause:** Parents are seeking

a deeper understanding of the curriculum and ways that they can help students with academic skills.

Problem Statement 7: There is a need to increase the fidelity of implementation of a systematic phonics program and guided reading. **Root Cause:** Students continue to have learning gaps in foundational phonics skills which greatly impact reading performance.

Problem Statement 8: The Gifted and Talented student population at Brookhaven is below the district and state average. **Root Cause:** There is only one tool for identifying gifted students. Economically disadvantaged students do not perform well with this one tool; the students' gifts are demonstrated in other ways.

Problem Statement 9: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Students need more small group instruction to close learning gaps to improve overall performance.

Problem Statement 10: The percentage of students that consistently do not meet approaching grade level on reading, math and science STAAR, MAP and formative assessments need interventions to address learning gaps through Multi Tiered Support Systems. **Root Cause:** Intervention groups are large and additional staff is needed to support the small group instruction to meet students' needs.

Human Capital

Human Capital Summary

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

As a Title 1 school, 100% of professional staff at Brookhaven meet Texas Education agency certification requirements. Para-professional staff members meet the highly qualified requirements of Every Student Succeeds Act. According to the **2022 Texas Academic Performance Report**, our teachers fall into the following categories:

2022-2023 Brookhaven Teacher by Ethnicity	
African American	47%
Hispanic	7.1%
White	41.2%
Asian	2.4%
Two or More Races	2.4%

2022-2023 Brookhaven Teachers by Years of Experience	
Beginning Teachers	13.8%
1-5 Years Experience	21.2%
6-10 Years Experience	22.3%
11-20 Years Experience	28.6%
Over 20 Years Experience	14.1%

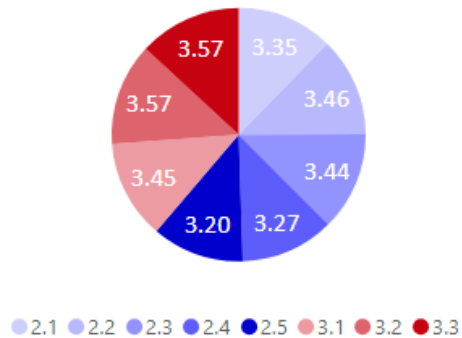
Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

2023-2024 Brookhaven Staff	
Pre Kindergarten	3
Kindergarten	5
1 st Grade	5
2 nd Grade	4
3 rd Grade	5
4 th Grade	4

2023-2024 Brookhaven Staff	
5 th Grade	3
Special Education	6
Dyslexia	1
Interventionist	2
ESL	1
PE/Music	4
Paraprofessional (General Education & SPED)	22
Principal/Assistant Principal	2
Curriculum Specialist	1
Counselor	2
Clinic/Office	4
Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity. Campus Technology	1

Administrators at Brookhaven use T-TESS walkthroughs, Get Better Faster walkthroughs, Benchmark Fidelity Checks, and the Gradual Release of Responsibility instructional models to conduct periodical observations and provide coaching points and feedback to teachers. The campus has been short an administrator for most of the school year which has affected the availability to visit classrooms on a regular basis. All classroom teachers receive the required T-TESS observation and receive feedback on how to improve instruction through the post conference process.

T-TESS Dimensions



Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- All staff will participate in a BOY, MOY and EOY survey with Capturing Kids Hearts to determine implementation of the program.
- Staff are recognized for their modeling of each character trait being selected by their peers and announced during monthly ceremony.
- Brookhaven's Hospitality Committee uses staff input to provide treats and events to promote staff morale.
- Staff is surveyed periodically to provide input on any changes or staff activities.

Human Capital Strengths

To ensure alignment and high-quality instruction, teachers participate after-school specials designed by campus personnel to improve classroom instruction. All professional staff working with students participate in twice monthly Professional Learning Communities (PLCs) to analyze current data and collaborate on the instructional shifts needed to address concerns and close learning gaps of students. Teachers are also provided additional planning days to allow them to focus on the planning of explicit instruction.

Teachers at Brookhaven attend high-quality professional development during the summer through conferences such as: Get Your Teach On, Splash, Elevate Your Classroom, and Solution Tree (PLC). During the school year, teachers in grades 3-5 attended Rockin' Review to prepare for the STAAR assessment. Professional Development provided by the district such as Benchmark Phonics and Intermediate Phonics were attended by all teachers in grades Kindergarten through 5th grade.

The campus, along with the district, implemented coaching walkthroughs using the Get Better Faster model to provide timely feedback to all teachers. The frequency of the walkthroughs were dependant on the experience and needs identified during the walkthroughs. Admin collaborated on staff instructional needs to determine frequency, coaching points, and PD.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: District Of Innovation and Waiver teachers have been hired due to a lack of highly qualified teachers. Most have little experience in preparing/internalizing lessons. **Root Cause:** Teacher shortage in Texas has lead to district hiring teachers/instructors who are not highly qualified.

Problem Statement 2: New teachers lack a clear understanding of state standards to deliver quality instruction with rigorous tasks. **Root Cause:** DOI and waiver teachers are new to their teaching programs and lack the education and background knowledge to deliver quality instruction.

Problem Statement 3: Brookhaven staff have a high number of absences throughout the year. **Root Cause:** When students depend on substitute teachers to provide instruction and the pacing of instruction is delayed, student progress is affected.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

The campus analysis of data (i.e. STAAR, MAP, Circle, Interims, ISIP, CUAs, etc.) to determine student progress and needs are reviewed periodically in PLCs and SBDM meetings. Resources to be purchased are determined in planning meetings.

The Site Based Decision Making Committee meets a minimum of 6 times a year to evaluate the purchase of products and discuss the impact on student learning. The committee is comprised of teaching staff, instructional aides, support staff, parents, community members, local business owners and campus administrators.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

The principal secretary works collaboratively with all staff members in the purchase of goods and supplies in accordance with district spending policies. There is a checks and balances process to ensure the campus practices good stewardship of all funds. Major allocations of spending is discussed in SBDM meetings and approved by stakeholders.

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

The campus uses surveys for staff and parents to ensure stakeholder input when making decisions on campus such as effectiveness of events and master schedules. The surveys also provide an assessment of a campus culture that promotes all students, staff and parents have a positive educational experience.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

Inventories of all resources are conducted annually with updates completed as needed when new resources are purchased for the campus. The Campus Instructional Specialist and Textbook Administrator ensure resources are maintained and accounted for so that students can benefit from resources each year.

Financial Stewardship Strengths

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

Teachers at Brookhaven are provided additional planning days throughout the school year. This day supports building their capacity to provide quality, rigorous instruction to students.

Data reviews are done periodically during PLCs to discuss student progress and identify learning needs.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

Budget reviews are completed monthly and submitted to the district to ensure compliance of all spending requirements and policies. Purchases are approved through stakeholder meetings to ensure equitable expenditure of funds.

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Brookhaven supports a positive campus culture for all stakeholders. Volunteers are recognized during the annual Volunteer Luncheon. Students are recognized monthly for demonstrating the character traits that are discussed in the daily morning announcements.

Academic awards are presented to students making A and AB honor roll for each semester. Parents receive an invite to attend to help celebrate their students' success.

Suggestions are solicited during parent meetings to gain insight on concerns and ways to improve. All input is shared with stakeholders during SBDM meetings.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

Instructional specialists and administrative personnel are trained when needed to ensure knowledge of resources and procedures are adhered to in the way it was intended.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: The number of discipline referrals were up from 174 in 22-23 to 216 for the 23-24 SY. **Root Cause:** Teachers need support in classroom management and building a positive classroom culture to build student capacity to conflict resolution.

Problem Statement 2: There is a need to increase the number of parent and community volunteers, particularly in our upper classrooms. **Root Cause:** Parents are not sure of the requirements of volunteering or the process to volunteer at school. Community members continue to be the key source of volunteer hours.

Problem Statement 3: There is a need to extend learning opportunities for teachers as new curriculum resources are distributed for the 24-25 school year. **Root Cause:** Teachers will need to use the internalization process to build their capacity with new curriculum updates in order to provide high quality instruction.

Problem Statement 4: There is a need for updated technology resources based on usage by students and older equipment. **Root Cause:** Student carelessness with equipment and age of equipment decreases effectiveness of instruction.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: Brookhaven will promote student interest in extracurricular activities by providing opportunities to join clubs such as art, drama, lego, choir and student ambassadors.

Progress Measure (Lead): Students will gain a sense of belonging which improves campus culture.

Outcome Measure (Lag): Clubs will experience a 2% increase in participation in clubs.

Dates/Timeframes: September 2024-May 2025

Staff Responsible for Monitoring: Admin, counselors

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 5

Funding Sources: Supplies for Activities - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$1,500

Key Strategic Action 2 Details

Key Strategic Action 2: Brookhaven will implement and monitor the implementation of Capturing Kid's Hearts in every classroom to support the social/emotional well-being of the students. All grade levels will develop and utilize a Social Contract for their respective PLCs.

Progress Measure (Lead): This training will foster relationship building and empower all students to take ownership of their behavior.

Outcome Measure (Lag): Brookhaven will see a decrease of 2% in discipline referrals in the 24-25 school year.

Dates/Timeframes: Aug 2024-May 2025

Staff Responsible for Monitoring: Admin, counselors, teachers

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Key Strategic Action 3 Details

Key Strategic Action 3: Students will attend field trips, to include virtual trips when appropriate, to enhance and support their learning experiences, academic performance and make connections to real-world experiences. These field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting.

Progress Measure (Lead): Each grade level will take 2 field trips during the school year.

Outcome Measure (Lag): Students will gain real-world experience through their participation in field trips to help build their background knowledge.

Dates/Timeframes: September 2024-April 2025

Staff Responsible for Monitoring: Admin, teachers

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 5

Funding Sources: Field-based experiences - Transportation - 166 - State Comp Ed - 166.11.6412.TR.125.30.AR0 - \$4,400, Field-based Experiences - transportation - 166 - State Comp Ed - 166.11.6494.00.125.30.AR0 - \$10,500, Entry fees for field trips - 166 - State Comp Ed - 166.11.6412.00.125.30.AR0 - \$8,000

Key Strategic Action 4 Details

Key Strategic Action 4: Brookhaven will foster partnerships with families and the community through hosting academic family nights to support student achievement across content areas. Parents will have opportunities to learn how to support their students with dyslexia, who are identified as Emergent Bilingual, and Gifted and Talented.

Progress Measure (Lead): Brookhaven will host math, reading, science, dyslexia, and English as a second language family and information nights.

Outcome Measure (Lag): Families will increase their knowledge of strategies to help their students improve academically.

Dates/Timeframes: September 2024- April 2025

Staff Responsible for Monitoring: Admin and teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 6

Funding Sources: Food for parent/family events - 211 - ESEA, Title I Part A - 211.61.6499.00.125.30.000 - \$1,000, Supplies for parent engagement activities - 211 - ESEA, Title I Part A - 211.61.6499.00.125.30.000 - \$500, Materials for EB parent support - 165/ES0 - ELL - 165.11.6329.00.125.25.ES0 - \$300

Key Strategic Action 5 Details

Key Strategic Action 5: The parent liaison will offer children ages 2-4 the chance to learn readiness skills in reading, math and science by holding Little Bronco Early Literacy sessions monthly. These sessions will also include parenting tips to support families in their children's social and academic development.

Progress Measure (Lead): Activities such as read alouds, use of manipulatives and art projects will be taught during meetings.

Outcome Measure (Lag): Participation in the program will increase by 2%.

Dates/Timeframes: September 24-May 25

Staff Responsible for Monitoring: Principal, Parent Liaison

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 6

Funding Sources: Instructional Materials for Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.125.24.PAR - \$1,044, Supplies for the parenting classes - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.125.24.PAR - \$1,000, Refreshments for parent meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.125.24.PAR - \$500

Key Strategic Action 6 Details

Key Strategic Action 6: Gifted and Talented students at Brookhaven will attend field trips to locations that will help students broaden their background knowledge and make connections to their academic experience.

Progress Measure (Lead): GT will participate in field based instruction

Outcome Measure (Lag): Student will gain experiences beyond the classroom to build their knowledge of real world situations.

Dates/Timeframes: October 24-April 25

Staff Responsible for Monitoring: Admin, counselors, teachers

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 8

Funding Sources: Field-based experiences - transportation - 177 - Gifted/Talented - 177.11.6494.00.125.21.000 - \$1,252, Entry fees for field trips - 177 - Gifted/Talented - 177.11.6299.00.125.21.000 - \$100

Key Strategic Action 7 Details

Key Strategic Action 7: Emergent Bilingual students at Brookhaven will attend field trips to locations that will help students broaden their background knowledge and make connections to their academic experience.

Progress Measure (Lead): EB students will participate in field trips.

Outcome Measure (Lag): Students will gain real world experiences that will help build their background knowledge and make connections to improve their English language acquisition.

Dates/Timeframes: October 24-April 25

Staff Responsible for Monitoring: Admin and ESL teacher

Problem Statements: Student Success 5

Funding Sources: Materials for EB instruction - 165/ES0 - ELL - 165.11.6399.00.125.25.ES0 - \$1,270, Reading Materials for EB Instruction - 165/ES0 - ELL - 165.11.6329.00.125.25.ES0 - \$250

Goal 1 Problem Statements:

Student Success

Problem Statement 5: Students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. **Root Cause:** Brookhaven has 86.41% Economically Disadvantaged population. Opportunities for engaging in hands-on, real-world experiences are not consistently implemented across grade levels and classes.

Problem Statement 6: There is a need to increase parent involvement and to strengthen the home-school connection that supports student success. **Root Cause:** Parents are seeking a deeper understanding of the curriculum and ways that they can help students with academic skills.

Problem Statement 8: The Gifted and Talented student population at Brookhaven is below the district and state average. **Root Cause:** There is only one tool for identifying gifted students. Economically disadvantaged students do not perform well with this one tool; the students' gifts are demonstrated in other ways.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.

Progress Measure (Lead): SPED teachers will participate in PLC and planning collaboratively to plan instruction to meet students' IEP goals.

Outcome Measure (Lag): Students with special needs will receive instruction to support them in meeting IEP goals.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Principal, APs, Facilitator, Resource/Inclusion Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers will collaborate in data meetings in PLCs to analyze student data to develop targeted instruction plans for the needs of their learners.

Progress Measure (Lead): Progress checks, MAP assessments and Interim data will be used to analyze student progress and identify learning gaps.

Outcome Measure (Lag): Teachers will provide reteach based on data analysis to close learning gaps and increase academic performance.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Principal, APs, Instructional Coaches and Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4

Key Strategic Action 3 Details

Key Strategic Action 3: Through Tier 1 Instruction, teachers will continue implementing the Science of Teaching Reading Practices to meet the individual needs of each learner in their classrooms with the use of district resources, small group instruction, intentionally targeted instruction, and student goal setting.

Progress Measure (Lead): Teachers will use Amplify with fidelity to provide Tier 1 instruction to all students.

Outcome Measure (Lag): Students will have an increase in reading performance.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Principal, APs, Coaches, and Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Success 1, 2, 3, 4

Funding Sources: Instructional supplies and materials for ELAR - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$10,000

Key Strategic Action 4 Details

Key Strategic Action 4: Teachers will internalize the district-approved curriculum using provided resources, that will be reviewed weekly by Campus Administrators. Teachers will receive feedback and guidance to improve instructional Tier 1 strategies.

Progress Measure (Lead): Internalization plans developed during planning times reviewed to ensure alignment of standards.

Outcome Measure (Lag): Students will receive quality Tier 1 instruction resulting in increased student performance.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Principal, APs, Coaches and Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3

Key Strategic Action 5 Details

Key Strategic Action 5: Teachers in grades 3-5 will utilize rubrics to support students with constructed responses. Students will get timely feedback on their constructed responses and teachers will get actionable data that they can use to calibrate assessments.

Progress Measure (Lead): With the use of Writable, teachers will receive ratings provided by AI to better assess next instructional moves.

Outcome Measure (Lag): Students will increase their ability to construct written responses that meet rubric criteria.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Principal, APs, Coaches and Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 4

Funding Sources: Instructional supplies for writing - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$4,800

Key Strategic Action 6 Details

Key Strategic Action 6: Administrators, alongside of the instructional coaching team, will support teachers in the unit planning process by regularly collaborating, observing and coaching teachers during grade level planning. The use of PLC protocols will lead to greater internalization of the lesson. Improvement will happen through knowledge of the content, implemented consistently, and through coaching.

Progress Measure (Lead): Internalization documents and the 7 Instructional Principles will be used consistently during planning.

Outcome Measure (Lag): Students will receive well developed Tier 1 instruction that will result in growth in academic performance.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Principal, APs, Coaches and Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4

Key Strategic Action 7 Details

Key Strategic Action 7: Brookhaven will conduct data talks with teachers to review reading and writing instruction for the week using the student work and data protocols to create plans of action and next steps for the following week. Students will data track throughout the school year to encourage self-reflection and goal setting.

Progress Measure (Lead): Data analysis protocols used to determine next instructional moves to improve tiered instruction.

Outcome Measure (Lag): Increase in student performance.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Principal, APs, Coaches and Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4

Key Strategic Action 8 Details

Key Strategic Action 8: Interventionists and intervention paraprofessionals will provide small group reading and writing instruction during the WIN block and RLA instructional time.

Progress Measure (Lead): Dedicated intervention built into the master schedule, MTSS meetings and monthly intervention review meetings will analyze effectiveness of interventions.

Outcome Measure (Lag): Struggling students will receive small group instruction based on needs to close learning gaps.

Dates/Timeframes: September 24-May 25

Staff Responsible for Monitoring: Principal, APs, Teachers and Interventionists

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4

Funding Sources: Instructional resources for content area intervention - 166 - State Comp Ed - 166.11.6399.00.125.30.AR0 - \$5,000

Key Strategic Action 9 Details

Key Strategic Action 9: Amplify ELAR curriculum will be utilized in all classrooms with fidelity. Core instruction in reading will be provided for 120 minutes of the instructional day with embedded activities and assessments being performed daily.

Progress Measure (Lead): Master schedule with 120 minutes for ELAR instruction and Amplify materials will be available for tier 1 instruction.

Outcome Measure (Lag): Students will improve in reading and writing performance on all assessments.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Principal, APs, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1

Funding Sources: Instructional supplies for ELAR - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$2,000

Key Strategic Action 10 Details

Key Strategic Action 10: Teachers will analyze data from common ELA assessments through Amplify to identify students' strengths and deficiencies and allow teachers to design instruction that best meets students' needs. This analysis would also be used to identify students who would benefit from after-school tutoring.

Progress Measure (Lead): Assessments within Amplify and data protocols used to analyze student performance.

Outcome Measure (Lag): Students will receive aligned, rigorous assessments to prepare them for state assessments.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Principal, APs, Coaches and Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1

Goal 2 Problem Statements:

Student Success

Problem Statement 1: The average percentage of students at the Meets level in reading STAAR are below the district level. **Root Cause:** Low levels of academic vocabulary and a lack of endurance. Inconsistent implementation of a strong phonics program.

Problem Statement 2: The average percentage of students achieving Meets Grade Level standard on STAAR Math is below the district average. **Root Cause:** Low levels of academic vocabulary and a lack of endurance. Inconsistent use of academic vocabulary during instruction and of hands-on activities, manipulatives, and task with real-world connections.

Student Success

Problem Statement 3: The average percentage of students achieving Meets Grade Level standard on Science STAAR is below the district average. **Root Cause:** Teachers struggle to find quality time for science instruction due to time requirements for ELAR and Math instruction. Inconsistent implementation of experiments and hands on exploration to connect learning with real-world application in grades K-4th.

Problem Statement 4: Students struggle to move from prompt writing to reader response writing type of questions, earning an average of 41% on the writing category of STAAR for 3-5 grade students. **Root Cause:** Since the state has changed the requirements for students to write to a prompt versus writing about what they have read, students and teachers are making the shift on instruction and learning.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: Through Tier 1 Instruction, teachers will continue utilizing the district's Math Framework to create and develop targeted instruction based on the individual needs of students.

Progress Measure (Lead): Teachers will use SAVVAS as the primary resource for math instruction.

Outcome Measure (Lag): Students will receive quality tier 1 instruction resulting in improved student performance.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Admin, coaches and teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2

Funding Sources: Instructional supplies and materials for math instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$10,000

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers will analyze data from common math unit assessments to identify students' strengths and deficiencies and allow teachers to design instruction that best meets students' needs. This analysis would also be used to identify students who would benefit from after-school tutoring.

Progress Measure (Lead): Data analysis protocols used to determine next instructional moves to improve tiered instruction.

Outcome Measure (Lag): Students will receive reteach, small group instruction to close academic gaps and improve performance.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Admin, coaches and teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 3 Details

Key Strategic Action 3: The ST Math program will be used in grades K-5 to support critical thinking and problem-solving skills. In addition, the campus will adopt the ST Math problem solving process that is differentiated across grade levels to provide students with strategies for mathematical processes.

Progress Measure (Lead): ST Math usage and progress reports will show the effectiveness of the program.

Outcome Measure (Lag): Students will increase their problem solving and critical thinking skills resulting in academic growth in math.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Admin and teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 4 Details

Key Strategic Action 4: Brookhaven will provide Tier 1 interventions for all students. Tier II and III interventions will be implemented for those students identified as needing specialized intervention through the Student Success Plan. An intervention block will be embedded in their daily schedule and utilized by all classroom teachers. Interventions are targeted and delivered in a small group setting.

Progress Measure (Lead): Master schedule designed to block out time for interventions in K-5 grades, intervention support staff working with students and MTSS meetings will be systematic.

Outcome Measure (Lag): Students in tier 2 and 3 will receive data driven interventions to close learning gaps and increase academic performance.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Admin, interventionists and teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Funding Sources: Instructional supplies - 166 - State Comp Ed - 166.11.6399.00.125.30.AR0 - \$5,529

Key Strategic Action 5 Details

Key Strategic Action 5: To help meet the needs of struggling students, Brookhaven will offer after-school tutoring for students needing extra support and/or to complete classroom assignments and tutoring in Reading and Math.

Progress Measure (Lead): After school tutoring will be offered to struggling students to work on targeted skills.

Outcome Measure (Lag): Students will improve performance overall by closing academic gaps.

Dates/Timeframes: October 24- April 25

Staff Responsible for Monitoring: Admin and teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 2, 9

Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.125.30.000 - \$1,500, Instructional Materials for tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$2,000

Key Strategic Action 6 Details

Key Strategic Action 6: Weekly planning in conjunction with campus administration and the Campus Instructional Coach to focus on KISD Math Instructional Framework and Pacing Calendars. Embedded PD to focus on instructional strategy support for content mapping will be taught during these planning sessions and assessed through walkthroughs and coaching walks used to increase teacher capacity.

Progress Measure (Lead): Teachers will receive targeted PD and coaching points to improve instructional delivery.

Outcome Measure (Lag): Students will receive quality, rigorous instruction resulting in improved student performance.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Admin, coaches and teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 7 Details

Key Strategic Action 7: Systematic and explicit practice will be provided during the daily 80-minute math instruction block using the K-5 Problem Solving Model daily. The SAVVAS Math Curriculum will be implemented with fidelity using the district pacing guide.

Progress Measure (Lead): The master schedule will have an 80 minute math block to allow for math instruction.

Outcome Measure (Lag): Students will receive math instruction needed to achieve academic progress.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Admin, classroom teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Key Strategic Action 8 Details

Key Strategic Action 8: Teachers will analyze data from math unit assessments to identify students' strengths and deficiencies and allow teachers to design instruction that best meets students' needs. This analysis would also be used to identify students who would benefit from after-school tutoring.

Progress Measure (Lead): Progress checks, MAP math and Interim data will be used to analyze student progress and identify learning gaps.

Outcome Measure (Lag): Students will receive instruction based on their performance and needs.

Dates/Timeframes: August 24- May 25

Staff Responsible for Monitoring: Admin, coaches and teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Goal 3 Problem Statements:

Student Success

Problem Statement 2: The average percentage of students achieving Meets Grade Level standard on STAAR Math is below the district average. **Root Cause:** Low levels of academic vocabulary and a lack of endurance. Inconsistent use of academic vocabulary during instruction and of hands-on activities, manipulatives, and task with real-world connections.

Problem Statement 9: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Root Cause: Students need more small group instruction to close learning gaps to improve overall performance.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: Brookhaven will create a partnership with community members to provide students with an opportunity to interact with a variety stakeholders through guest speakers and face to face experiences.

Progress Measure (Lead): Career Day will be held in April to allow community members to present information and demonstrations to students.

Outcome Measure (Lag): Students will gain knowledge on a variety of career fields and make connections to academic learning.

Dates/Timeframes: April 2025

Staff Responsible for Monitoring: Admin and Counselors

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Success 5

Funding Sources: Supplies and Materials for Career Day - 211 - ESEA, Title I Part A - 211.31.6399.00.125.30.000 - \$1,000

Key Strategic Action 2 Details

Key Strategic Action 2: Progress Monitoring occurs for At-Risk students to provide focused instruction to close the gaps. Additional paraprofessionals are campus funded to reduce small group size during instruction.

Progress Measure (Lead): Students who are identified as at-risk will have increased opportunities to work in small groups with staff support.

Outcome Measure (Lag): At-risk students will received targeted instruction that will result in growth in academic achievement.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Admin, teachers and instructional aides

Problem Statements: Student Success 1, 2, 3, 4

Key Strategic Action 3 Details

Key Strategic Action 3: Struggling students will be referred to Multi-Tiered Systems of Support(MTSS). MTSS are implemented and monitored monthly for effectiveness for students that fall below the 31% on the MAP universal screener. Evidence-based interventions will be put into place to address the gaps in learning and will be monitored by the committee. Both online and small group interventions will be utilized as appropriate to meet the needs of individual students in reading, writing, and behavior.

Progress Measure (Lead): Struggling students will participate in small group instruction during the 45 minute intervention block.

Outcome Measure (Lag): Students will show growth in their academic achievement through MAP assessments.

Dates/Timeframes: September 24-May 25

Staff Responsible for Monitoring: Admin, Interventionists and intervention aides.

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4

Key Strategic Action 4 Details

Key Strategic Action 4: Brookhaven will provide Tier II and III interventions for those students identified as needing specialized intervention through the Student Success Plan. An intervention block What I Need (WIN) will be embedded in their daily schedule and utilized by all classroom teachers. Interventions are targeted and delivered in a small group setting.

Progress Measure (Lead): The master schedule will have a 45 minute block of time for interventions for tier II and III students.

Outcome Measure (Lag): Students will show academic growth in math and reading as shown through MAP assessments.

Dates/Timeframes: September 24-May 25

Staff Responsible for Monitoring: Admin, Interventionists and intervention aides

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4

Key Strategic Action 5 Details

Key Strategic Action 5: Grade Review will happen each nine weeks during MTSS meetings to identify and address intervention groups and gaps in the learning. To facilitate the review of grade-level data, a data collection system will be utilized that will allow for a more effective progress monitoring system.

Progress Measure (Lead): The committee will review grades and assessment data to determine and plan for student needs to be met.

Outcome Measure (Lag): Students in need will be identified and will receive the support needed for academic growth.

Dates/Timeframes: September 24-May 25

Staff Responsible for Monitoring: Admin and teachers

Problem Statements: Student Success 1, 2, 4

Key Strategic Action 6 Details

Key Strategic Action 6: Teachers will follow Individualized Education Plans (IEP) and Individualized Accommodation Plans (IAP). Our Campus Facilitator will check accommodation and behavior tracking sheets to ensure teachers are in compliance.

Progress Measure (Lead): Students will receive the support IAW their IEPs to level their educational experience with students without disabilities.

Outcome Measure (Lag): Students with disabilities will achieve academic growth and the campus will meet compliance IAW district and federal policies.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Admin, SPED teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Key Strategic Action 7 Details

Key Strategic Action 7: Brookhaven GT identified students will complete a TPSP project that will align with the Texas State Plan for the Education of Gifted/Talented Students. Students will showcase their TPSP projects at Spring Showcase which is opened to the public.

Progress Measure (Lead): Gifted and Talented students will plan, prepare and present presentations aligned with TPSP guidelines.

Outcome Measure (Lag): GT students will be challenged through research and presentation skills to increase their learning.

Dates/Timeframes: January 24-May 25

Staff Responsible for Monitoring: Admin, Counselor, Teachers

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 8

Funding Sources: Supplies and Materials for projects - 177 - Gifted/Talented - 177.11.6399.00.125.21.000 - \$200

Goal 4 Problem Statements:

Student Success

Problem Statement 1: The average percentage of students at the Meets level in reading STAAR are below the district level. **Root Cause:** Low levels of academic vocabulary and a lack of endurance. Inconsistent implementation of a strong phonics program.

Problem Statement 2: The average percentage of students achieving Meets Grade Level standard on STAAR Math is below the district average. **Root Cause:** Low levels of academic vocabulary and a lack of endurance. Inconsistent use of academic vocabulary during instruction and of hands-on activities, manipulatives, and task with real-world connections.

Problem Statement 3: The average percentage of students achieving Meets Grade Level standard on Science STAAR is below the district average. **Root Cause:** Teachers struggle to find quality time for science instruction due to time requirements for ELAR and Math instruction. Inconsistent implementation of experiments and hands on exploration to connect learning with real-world application in grades K-4th.

Student Success

Problem Statement 4: Students struggle to move from prompt writing to reader response writing type of questions, earning an average of 41% on the writing category of STAAR for 3-5 grade students. **Root Cause:** Since the state has changed the requirements for students to write to a prompt versus writing about what they have read, students and teachers are making the shift on instruction and learning.

Problem Statement 5: Students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. **Root Cause:** Brookhaven has 86.41% Economically Disadvantaged population. Opportunities for engaging in hands-on, real-world experiences are not consistently implemented across grade levels and classes.

Problem Statement 8: The Gifted and Talented student population at Brookhaven is below the district and state average. **Root Cause:** There is only one tool for identifying gifted students. Economically disadvantaged students do not perform well with this one tool; the students' gifts are demonstrated in other ways.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Brookhaven has the Hospitality Committee that encourages events and activities that boost moral and inclusivity among staff members. Progress Measure (Lead): Staff members will feel supported and appreciated by providing a positive campus culture. Outcome Measure (Lag): Brookhaven will retain quality staff members with a reduction in yearly turn over. Dates/Timeframes: August 2024-May 2025 Staff Responsible for Monitoring: Admin</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: All new teachers will work with a mentor teacher to support their growth and help build their capacity. Progress Measure (Lead): New teachers will be supported on all aspects of the profession. Outcome Measure (Lag): Retention of new teachers will increase at Brookhaven with a supportive campus culture. Dates/Timeframes: August 2024-May 2025 Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Human Capital 1, 2</p>

Goal 1 Problem Statements:

Human Capital
<p>Problem Statement 1: District Of Innovation and Waiver teachers have been hired due to a lack of highly qualified teachers. Most have little experience in preparing/internalizing lessons. Root Cause: Teacher shortage in Texas has lead to district hiring teachers/instructors who are not highly qualified.</p> <p>Problem Statement 2: New teachers lack a clear understanding of state standards to deliver quality instruction with rigorous tasks. Root Cause: DOI and waiver teachers are new to their teaching programs and lack the education and background knowledge to deliver quality instruction.</p>

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details

Key Strategic Action 1: The campus will designate an intervention time for grades kindergarten through 5th grade. Additional staff will push in to classrooms to offer assistance to struggling students in the areas of math, reading, writing and science.

Progress Measure (Lead): Three instructional aides will be funded with state come ed and title 1 funds.

Outcome Measure (Lag): Students will have increased opportunities to receive small group assistance to achieve academic growth measures.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Admin, coaches, and Intervention aides

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4

Funding Sources: Aide salary & estimated benefits - 166 - State Comp Ed - 166.11.6129.00.125.30.AR0 - \$27,291, Aide salary & estimated benefits - 211 - ESEA, Title I Part A - 211.11.6129.00.125.30.000 - \$62,123

Key Strategic Action 2 Details

Key Strategic Action 2: Interventionists will work collaboratively with classroom teachers to ensure teacher clarity, review student assessments, and identify teaching strategies to improve student achievement in reading, math, writing and science. Students identified to received accelerated instruction under HB 1416 will receive that instruction with interventionists.

Progress Measure (Lead): Students will have increased opportunities to receive qualify instruction from interventionists in small groups.

Outcome Measure (Lag): Academic progress for struggling students will increase to meet growth measures on STAAR for reading and math.

Dates/Timeframes: September 2024-May 2025

Staff Responsible for Monitoring: Admin

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4

Funding Sources: Interventionist salary and benefits - 211 - ESEA, Title I Part A - 211.11.6119.00.125.30.000 - \$79,291

Key Strategic Action 3 Details

Key Strategic Action 3: Brookhaven will staff a Parent Liaison to help build parent and community relationships that foster education success in all students.

Progress Measure (Lead): Parents will have a resource to assist them in providing educational support and basic needs for their students.

Outcome Measure (Lag): An increase in early literacy and improvement in attendance due to support of families and community participation in school events.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Admin

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 2: Strategic Staffing

Problem Statements: Student Success 6

Funding Sources: Parent Liaison Salary and Benefits - 211 - ESEA, Title I Part A - 211.61.6129.00.125.30.000 - \$35,206

Goal 2 Problem Statements:

Student Success

Problem Statement 1: The average percentage of students at the Meets level in reading STAAR are below the district level. **Root Cause:** Low levels of academic vocabulary and a lack of endurance. Inconsistent implementation of a strong phonics program.

Problem Statement 2: The average percentage of students achieving Meets Grade Level standard on STAAR Math is below the district average. **Root Cause:** Low levels of academic vocabulary and a lack of endurance. Inconsistent use of academic vocabulary during instruction and of hands-on activities, manipulatives, and task with real-world connections.

Problem Statement 3: The average percentage of students achieving Meets Grade Level standard on Science STAAR is below the district average. **Root Cause:** Teachers struggle to find quality time for science instruction due to time requirements for ELAR and Math instruction. Inconsistent implementation of experiments and hands on exploration to connect learning with real-world application in grades K-4th.

Problem Statement 4: Students struggle to move from prompt writing to reader response writing type of questions, earning an average of 41% on the writing category of STAAR for 3-5 grade students. **Root Cause:** Since the state has changed the requirements for students to write to a prompt versus writing about what they have read, students and teachers are making the shift on instruction and learning.

Problem Statement 6: There is a need to increase parent involvement and to strengthen the home-school connection that supports student success. **Root Cause:** Parents are seeking a deeper understanding of the curriculum and ways that they can help students with academic skills.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details

Key Strategic Action 1: The campus instructional coach will work collaboratively with teachers to internalize lessons and use data to deliver quality instruction in reading, writing, math and science. This will include planning days each semester to allow teachers time to plan unit and daily lessons collaboratively with teammates.

Progress Measure (Lead): Implement the use of internalization documents to allow teachers to understand how concepts should be taught to students.

Outcome Measure (Lag): Teachers will improve their instructional delivery to be measured by an improvement on student achievement.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Admin, coaches and teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Human Capital 1, 2

Funding Sources: Substitute Teachers for planning days - 211 - ESEA, Title I Part A - 211.13.6299.00.125.30.SUB - \$8,000

Key Strategic Action 2 Details

Key Strategic Action 2: Admin and instructional coaches will utilize Get Better Faster coaching walks with fidelity to provide teachers with actionable and timely feedback to improve their instructional strategies.

Progress Measure (Lead): Admin and coaches will prioritize the frequency of coaching walks based on the needs of teachers.

Outcome Measure (Lag): All teachers will receive 8 walkthroughs with coaching points per year.

Dates/Timeframes: September 2024-April 2025

Staff Responsible for Monitoring: Admin and instructional coaches

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Problem Statements: Human Capital 1, 2

Key Strategic Action 3 Details

Key Strategic Action 3: Admin, coaches and teachers will attend conferences, both in person and virtually, to include Rockin' Review, Wilson Reading Training, Region 12 Reading and Math trainings to build their capacity to support learners.

Progress Measure (Lead): Staff will learn strategies and best practices that will improve performance on formative assessments and STAAR.

Outcome Measure (Lag): Teacher will have improved their instruction to meet the needs of all learners to show an improvement in math and reading results.

Dates/Timeframes: Feb 2024

Staff Responsible for Monitoring: Admin, Instructional Coaches and Teachers

Funding Sources: Travel and Registration Fees for teachers, coaches and admin. - 211 - ESEA, Title I Part A - 211.13.6411.00.125.30.000 - \$10,500, Travel and Registration Fees for admin. - 211 - ESEA, Title I Part A - 211.23.6411.00.125.30.000 - \$1,500

Key Strategic Action 4 Details

Key Strategic Action 4: Teachers will participate in Professional Learning Communities that will focus on lesson internalization processes and rigorous, TEK aligned activities.

Progress Measure (Lead): Teachers will build their capacity through collaborative work with learning partners to improve instructional delivery.

Outcome Measure (Lag): Students identified as at-risk will decrease and data will show an increase in student achievement.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Admin, coaches, and teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Problem Statements: Human Capital 1, 2

Goal 3 Problem Statements:

Human Capital

Problem Statement 1: District Of Innovation and Waiver teachers have been hired due to a lack of highly qualified teachers. Most have little experience in preparing/internalizing lessons. **Root Cause:** Teacher shortage in Texas has lead to district hiring teachers/instructors who are not highly qualified.

Problem Statement 2: New teachers lack a clear understanding of state standards to deliver quality instruction with rigorous tasks. **Root Cause:** DOI and waiver teachers are new to their teaching programs and lack the education and background knowledge to deliver quality instruction.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details

Key Strategic Action 1: All teachers will receive job related coaching through the T-TESS evaluation process and the Get Better Faster waterfall rubric.

Progress Measure (Lead): T-TESS rubric and GBF waterfall documents will be used to provide action oriented coaching points to teachers.

Outcome Measure (Lag): Teachers will receive achievable coaching points to improve their instructional delivery.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Admin and coaches

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Human Capital 1, 2

Key Strategic Action 2 Details

Key Strategic Action 2: Paraprofessionals will be evaluated annually using the Auxiliary appraisal document in Eduphoria.

Progress Measure (Lead): District evaluations will be used to appraise paraprofessionals annually.

Outcome Measure (Lag): Staff will be provided with the feedback needed on their performance to support them in making goals for improvement.

Dates/Timeframes: August 24-April 25

Staff Responsible for Monitoring: Admin

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing

Key Strategic Action 3 Details

Key Strategic Action 3: Brookhaven will elicit feedback from staff through the use of a beginning of the year, middle of the year and end of the year survey through Capturing Kids Hearts.

Progress Measure (Lead): Staff will take the 3 surveys embedded in the Capturing Kids Hearts program.

Outcome Measure (Lag): The implementation and effectiveness of CKH will be analyzed and promoted if necessary.

Dates/Timeframes: September 24-May 25

Staff Responsible for Monitoring: All staff

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Goal 4 Problem Statements:

Human Capital

Problem Statement 1: District Of Innovation and Waiver teachers have been hired due to a lack of highly qualified teachers. Most have little experience in preparing/internalizing lessons. **Root Cause:** Teacher shortage in Texas has lead to district hiring teachers/instructors who are not highly qualified.

Problem Statement 2: New teachers lack a clear understanding of state standards to deliver quality instruction with rigorous tasks. **Root Cause:** DOI and waiver teachers are new to their teaching programs and lack the education and background knowledge to deliver quality instruction.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details

Key Strategic Action 1: We will ensure that 100% of purchases are aligned with the Campus Improvement Plan.

Progress Measure (Lead): SBDM will discuss and approve purchases using federal funds.

Outcome Measure (Lag): Budgets will align to support the campus goals.

Dates/Timeframes: September 24-May 25

Staff Responsible for Monitoring: SBDM Committee Members

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Key Strategic Action 2 Details

Key Strategic Action 2: We will prioritize our budget allocations based on data-driven insights, directing resources to areas with the greatest impact on student achievement.

Progress Measure (Lead): Funds will be allocated to resources needed for instruction.

Outcome Measure (Lag): Teachers and students will have supplies and resources needed to maximize learning.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Principal, SBDM and principal secretary

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Financial Stewardship 3

Key Strategic Action 3 Details

Key Strategic Action 3: We will foster collaboration between school leadership, teachers, and district administrators to ensure alignment of resource allocation decisions with district goals.

Progress Measure (Lead): The campus improvement plan will annotate how resources will be purchased in alignment with district expectations.

Outcome Measure (Lag): The campus will spend money according to strategies in the CIP.

Dates/Timeframes: October 24-May 25

Staff Responsible for Monitoring: Principal, SBDM and principal secretary

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Financial Stewardship 3

Key Strategic Action 4 Details

Key Strategic Action 4: The campus will have 6 scheduled SBDM meetings throughout the year. It is through these meetings that we will decide on how we will spend our at-risk and Title 1 funds.

Progress Measure (Lead): The SBDM committee will meet to discuss progress on the campus improvement plan and make decisions and changes as needed.

Outcome Measure (Lag): The campus will have stakeholder input to determine what is needed for students.

Dates/Timeframes: September 24-May 25

Staff Responsible for Monitoring: SBDM committee

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 1 Problem Statements:

Financial Stewardship

Problem Statement 3: There is a need to extend learning opportunities for teachers as new curriculum resources are distributed for the 24-25 school year. **Root Cause:** Teachers will need to use the internalization process to build their capacity with new curriculum updates in order to provide high quality instruction.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details

Key Strategic Action 1: The principal will review financial reports monthly with the principal secretary to complete budget reviews and audits to monitor spending and ensure funds are used efficiently.

Progress Measure (Lead): Funds will be spent IAW local, state and federal guidelines.

Outcome Measure (Lag): Budgets will be balanced and approved without discrepancies.

Dates/Timeframes: August 24-May 25

Staff Responsible for Monitoring: Principal and principal secretary

ESF Levers:

Lever 1: Strong School Leadership and Planning

Key Strategic Action 2 Details

Key Strategic Action 2: Through the SBDM, the committee will share financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need.

Progress Measure (Lead): The SBDM committee will work collaboratively to determine campus needs with all stakeholder input.

Outcome Measure (Lag): The campus will have transparency will decisions and spending of funds.

Dates/Timeframes: September 24-May 25

Staff Responsible for Monitoring: SBMD Committee

ESF Levers:

Lever 1: Strong School Leadership and Planning

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Required staff attends training sessions on district policies for staff completing fiscal tasks and making decisions regarding purchases. Staff will also attend training on updated policies and procedures, emphasizing the importance of compliance and its impact on school culture.</p> <p>Progress Measure (Lead): Secretaries will be trained on all policies so that the campus is compliant with all requirements and policies.</p> <p>Outcome Measure (Lag): The campus will not have discrepancies in budget procedures.</p> <p>Dates/Timeframes: August 24-May 25</p> <p>Staff Responsible for Monitoring: Principal and secretaries</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: We will use weekly newsletters, emails and staff meetings to communicate policy changes and updates regularly.</p> <p>Progress Measure (Lead): The principal will send weekly SMORE newsletters to staff and monthly newsletters to parents to disseminate information.</p> <p>Outcome Measure (Lag): All stakeholders will be knowledgeable of campus events and information to support a positive campus culture.</p> <p>Dates/Timeframes: August 24-May 25</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>
Key Strategic Action 3 Details
<p>Key Strategic Action 3: Brookhaven leadership will ensure that campus procedures align with district departmental expectations.</p> <p>Progress Measure (Lead): Brookhaven will follow all district expectations for curriculum and administration .</p> <p>Outcome Measure (Lag): Campus processes and procedures are aligned to district goals.</p> <p>Dates/Timeframes: August 24-May 25</p> <p>Staff Responsible for Monitoring: Admin</p>

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Required staff will attend workshops focused on best practices in resource management, including budgeting, procurement, and inventory control.</p> <p>Progress Measure (Lead): Secretaries, admin and technologist will attend all annual training on process and procedures for budgets and inventory.</p> <p>Outcome Measure (Lag): Brookhaven will have 100% compliance with district policies.</p> <p>Dates/Timeframes: August 24-May 25</p> <p>Staff Responsible for Monitoring: Admin, secretaries and technologist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Students will use technology consistently throughout the school year. Assessments and interventions programs require all students to have access to reliable technology.</p> <p>Progress Measure (Lead): iPads with accessories will be replaced due to wear and tear according to program specificity so that students have maximum benefit of these resource.</p> <p>Outcome Measure (Lag): All students will receive additional support through online programs.</p> <p>Dates/Timeframes: August 24-May 25</p> <p>Staff Responsible for Monitoring: Admin, teachers and technologist</p> <p>Problem Statements: Financial Stewardship 4</p> <p>Funding Sources: Technology devices to support student learning - 211 - ESEA, Title I Part A - 211.11.6398.00.125.30.000 - \$10,000, Accessories for technology devices - 211 - ESEA, Title I Part A - 211.11.6394.00.125.30.000 - \$5,000</p>

Goal 4 Problem Statements:

Financial Stewardship
<p>Problem Statement 4: There is a need for updated technology resources based on usage by students and older equipment. Root Cause: Student carelessness with equipment and age of equipment decreases effectiveness of instruction.</p>