

Killeen Independent School District
Brookhaven Elementary School
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Top 25 Percent: Comparative Academic Growth



Mission Statement

Brookhaven staff will work together so that each student is a confident learner
and is challenged to achieve his or her highest potential.

Vision

The faculty and staff of Brookhaven Elementary School will provide high quality instruction and engaging learning activities
in a positive school environment, so that each student is successful and develops a lifelong love of learning.

Value Statement

Each student is unique and can learn more and at higher levels.

Students will give their attention and commitment when provided engaging experiences.

Each member of the school has the responsibility to ensure quality learning experiences for students.

We can achieve more by working together.

Every teacher is a leader and every leader a teacher.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brookhaven boasts a rich history in community and a sense of family. Even though the demographics have changed throughout the years, the focus remains the same--providing an education to all. We remain a Title I school serving 82.2% low-socioeconomic families. This demographic group has continued to rise over the last couple of years; however, due to COVID-19, we decreased at the end of this year. In addition to the high percentage of Economically Disadvantaged students, almost half of the total population is At-Risk (43.68%). Of the students identified as At-Risk, 59% were based on unsatisfactory performance on a Readiness assessment, 24.6% were identified based on STAAR failure, and 19.3% were based on students being retained. This includes an African American and Hispanic population that make up more than half of the student population at Brookhaven (71.45%). Although the percentages of students identified in these categories have decreased, the percentage of students identified based on a readiness assessment remains high--over 50%. This shows that gaps still remain in foundational skills and retention of concepts. For this reason, there are a wide variety of federal programs and services available to support the various needs of our diverse population to improve retention of concepts and strengthen foundational skills while continuing to close gaps. Due to the high level of economically disadvantaged population, many of the students continue to have difficulty purchasing the needed school supplies and/or the ability to engage in extra-curricular events, activities or educational outings. Thus, Brookhaven Elementary offers a variety of activities to deepen the partnership between home, school, and the community to include starting a Parent Advisory Committee, Field Trips that offer real-world educational connections, various family nights, and extra-curricular clubs. Parenting training and 3 year old classes for upcoming tots are also available. Additionally, the PK parents are equipped with additional tools to help at home through our PK Literacy Program. We also have a 30% mobility rate which is directly linked to the low economic status, as well as the military.

Campus Profile Data 2019-2020

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
PPCD	33	African American	39.94%	Economically Disadvantaged	82.22%
Prekindergarten	73	Asian	0.47%	At-Risk	43.68%
Kindergarten	93	Hispanic	31.51%	ELL	5.77%
1st grade	95	Native American	0.16%	LEP	6.40%
2nd grade	85	Pacific Islander	0.94%	Military	15.29%
3rd grade	97	White	17.94%	Special Ed	21.06%
4th grade	80	Two or more	9.05%	Speech Services	15.60%
5th grade	84			Gifted/Talented	3.59%
Total	641				

Staff Quality

At Brookhaven, our team consists of approximately 84 professional and auxiliary staff which includes one Principal, two Assistant Principals, one Campus Facilitator, one Campus Instructional Specialist (CIS), one Campus Technology Support Staff (CTSS), one Librarian, and one and a half Counselors on the administration team. There were 43 teachers, 19 instructional aides, 3 secretaries, 1 media aide, 8 cooks, and 1.5 day custodians. We will continue to have two interventionists this year to facilitate support for student interventions and teacher growth. All professional staff had a minimum of a bachelor's degree and all educational assistants have had some college course work. At Brookhaven, we not only grow students, but we grow our staff as well. There are eight teachers with Master's degrees and four in the process of earning a Master's Degree. Also, there are 3 teachers beginning a Doctorate Program. All of which leads to the continued growth on our campus. Due to the cohesive family environment, there is a low turnover rate and high teacher retention.

Brookhaven Elementary has a diverse group of teachers to meet the needs of our diverse student population and community. Our teaching staff has a wide range of experience. The teachers collaborate regularly through PLC's, grade level planning, committee meetings, and staff meetings. This type of collaboration and teamwork has helped us sustain a low turnover rate. In order to ensure alignment and high-quality instruction, each grade level was provided with a full day of planning prior to each nine weeks. This allowed for a deep study of the standards and a greater depth of knowledge of the curriculum and teacher clarity. The GRR Framework was used for planning with a focus on incorporating guided reading and its components. This learning will continue to be addressed in Professional Development (on and off campus), through PLC's which include Flex Days for extended PLC time, staff meetings, and special after school sessions.

Staff Ethnic Breakdown:

Staff Members by Ethnicity	Number	Percentage
Black	36	39%
White	39	43%
Hispanic	12	12%
Asian	4	3.6%
Islanders	2	2.4%

Professional Staff Breakdown:

Grade Level	# of Teachers	Support Staff	# of Teachers
PPCD	2	PE	2.5
Pre-Kindergarten	4	Music	2
Kindergarten	5	Instructional Coach	2
1 st Grade	5	SPED	2
2 nd Grade	5	Dyslexia	1
3 rd Grade	5	ESL	1
4 th Grade	4		
5 th Grade	4		

Our attendance rate for the 2019-2020 school year was 94.4% which has been right on mark with last year, but was still below the district average. Additionally, the number of tardies decreased from the previous school year. Although the number is decreasing, there is still a need to continue addressing tardies which causes students to miss out on valuable learning time. The new policy developed in the Parent/Student Handbook has been successful and will be addressed again during the beginning of the year Parent Grade Level Meetings.

Overall Attendance Summary	2017-2018 Percentage	2018-2019 Percentage	2019-2020 Percentages
Overall Attendance Rate	94.7%	94.4%	94.43%
EE	88.22%	89.33%	88.73%
PK	93.08%	92.02%	92.42%
Kinder	93.89%	93.48%	93.54%
1st Grade	94.08%	94.48%	93.10%
2nd Grade	94.44%	94.81%	94.59%
3rd Grade	96.37%	94.73%	94.84%
4th Grade	95.27%	95.74%	95.78%
5th Grade	95.58%	94.90%	96.27%

This year the number of discipline referrals decreased due largely in part to Restorative Practices and a deeper focus on Social-Emotional needs for our students. This decrease from 394 referrals to 226 also contributed to a us being on track for a decrease in retentions. Due to COVID-19, retentions were at a minimum with only 41 students being retained. Of the 41 students, 78% were identified as Special Education.

Demographics Strengths

Data analysis revealed the following demographic strengths:

- Our staff diversity almost mirrors our student population which brings a rich culture and connection to our environment.
- We offer a variety of family events, extra-curricular activities, and programs throughout the year to deepen the partnership between school, home and the community which also empowers the parents with information on how to help their child at home.
- PK Literacy Programs were extended three times throughout the year as well as a class for upcoming 3 year old students through parenting classes.
- Our At-Risk populations based on retention, STAAR failures and performance on Readiness Assessments has begun to decrease.

Data analysis revealed the following staff and staff quality strengths:

- Brookhaven has a diverse staff to meet the needs of our diverse population.
- We have a low turnover percentage with the loss being attributed to Promotion, retirement, or moving out of the state.
- The teachers at Brookhaven meet weekly for PLC and grade level planning to support district and campus initiatives that enhance student achievement.
- Instructional Assistants continue to participate in all campus professional development which enables them to support the enhancement of student achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In 19-20, the attendance rate (94.43%) was comparative with last year which is lower than the district average rate predominately in the lower grade levels--(EE 88.73%, PK 92.42%, and Kinder 93.54%). **Root Cause:** There was no consistency with implementing the incentives for attendance to motivate those in the lower grades.

Problem Statement 2 (Prioritized): The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. **Root Cause:** Brookhaven has an 82.2% Economically Disadvantaged population. Opportunities for planning and engaging in hands-on, real-world experiences are not consistently taken advantage of across all grade levels and classes.

Problem Statement 3 (Prioritized): The percentage of students identified as At Risk is 59% due to Readiness on Benchmark Assessments, and 24.6% due to STAAR failures.

Root Cause: There was a lack of consistency in providing engaging, hands-on, real-world experiences across all grade levels and classes.

Student Learning

Student Learning Summary

Brookhaven has remained focused and driven to ensure our students were able to close performance gaps and meet the Academic Standards under the State's accountability system for the 2019-2020 school year. We will continue to focus on building relationships and improving student achievement by ensuring teaching and learning are at the heart of all decisive actions for the coming school year. We were not able to take STAAR this year due to the Covid-19 Pandemic, however, we know based on previous data that ELAR continues to be an area of concern, especially writing. Our MAP and common uniform assessment data also shows a need in the Reading & Writing content areas for most grade levels. Professional development will be provided throughout the year from various sources, both in- and out-of-district, in relation to Next Generation Balanced Literacy and Empowering Writers, focusing on vocabulary development phonics, and guided reading. We will continue to foster the implementation of Visible Learning strategies and Guided Math that we began in the 2019-2020 school year. We will also focus on effective interventions for under-performing students in all four core subjects. To further close the achievement gap in our subgroups, especially the African American population, various hands-on and increased real-world connection tasks will be embedded in the lesson planning.

Our Gifted and Talented identified population's enrichment will continue this year to include small group instruction from the Campus Instructional Specialist on a consistent basis.

CIRCLE data benchmark at mid-year shows the following results for Pre-Kindergarten:

2018-2019 CIRCLE Data

Measure	On Track	Needs Support
Phonological Awareness	84%	16%
Math	83%	17%
Social Emotional Behaviors	80%	20%
Early Writing Skills	85%	15%

Winter 2020 CIRCLE Data (BAased on 3/4 of year due to COVID-19 Pandemic)

Measure	On Track	Needs Support	Growth
Phonological Awareness	76%	24%	-8
Math	81%	19%	-2
Social Emotional Behaviors	83%	17%	+3
Early Writing Skills	91%	9%	+6

The CIRCLE data shows growth in Social Emotional Behaviors and Early Writing Skills. Math and Phonological Awareness were not on track for growth. Instead, they show a decrease from the previous year. This is in part due to a higher percentage of young four year olds and a higer number of PPCD students tested this year. Even though 80% or higher were on track (except Phonological Awareness),we need to implement more math strategies and Social Emotional growth opportunities in our lesson design. The decrease in Phonological Awareness can be attributed to a drastic increase in the number of Prekindergarten students that were tested and qualified for Special Education.

MAP data for Kindergarten through Fifth grade is as follows:

Spring 2019 MAP

Grade	Reading	Growth	Math	Growth
Kindergarten	Campus RIT 156.8	-0.2	Campus RIT 158.5	-0.5
	District RIT 157.0		District RIT 159.0	
1st Grade	Campus RIT 174.1	-1.6	Campus RIT 179.8	-0.6
	District RIT 175.7		District RIT 180.4	
2nd Grade	Campus RIT 187.8	+1.7	Campus RIT 190.7	+1.8
	District RIT 186.1		District RIT 188.9	
3rd Grade	Campus RIT 197.2	+0.6	Campus RIT 203.6	-0.2
	District RIT 196.6		District RIT 203.8	
4th Grade	Campus RIT 204.5	+0.9	Campus RIT 214.4	+1.7
	District RIT 203.6		District RIT 212.7	
5th Grade	Campus RIT 210.5	+0.5	Campus RIT 218.9	-2.7
	District RIT 210.0		District RIT 221.6	

Winter 2020 (MOY) MAP

Grade	Reading	Growth	Math	Growth
Kindergarten	Campus RIT 150.6	-1.1	Campus RIT 151.4	-0.8
	District RIT 151.7		District RIT 152.2	
1st Grade	Campus RIT 168.1	-0.1	Campus RIT 171.2	0
	District RIT 168.2		District RIT 171.2	
2nd Grade	Campus RIT 179.4	-2.7	Campus RIT 183.8	+0.1
	District RIT 182.1		District RIT 183.7	
3rd Grade	Campus RIT 195.9	+1.9	Campus RIT 201.7	+3.8
	District RIT 194.0		District RIT 197.9	
4th Grade	Campus RIT 204.1	+2.0	Campus RIT 209.2	+0.8
	District RIT 202.1		District RIT 208.4	

Grade	Reading	Growth	Math	Growth
5 th Grade	Campus RIT 208.2	-0.1	Campus RIT 216.2	+1.2
	District RIT 208.3		District RIT 215.0	

The campus RIT scores are at or above the district RIT in 58% of the grade levels, which is an increase from 50% the year prior. We were not able to show growth in Reading even though 3rd and 4th grades scored significantly higher than the district average. We currently have added an additional interventionist, for a total of two, to assist with reading and ensuring fidelity with Balanced Literacy and Empowering Writers. In addition, we will be adding an additional Temp. Employee to enable smaller groups to address the anticipated gaps due to the COVID-19* school closure. In math, Brookhaven was able to show growth only in 5th grade even though every grade except Kinder scored at or above the district average. We believe the gains would have been more significant if we had not lost 52 traditional instructional days at the end of the year due to the Covid-19 Pandemic.

MAP Data Comparison:

MAP Reading (Covid-19 Pandemic)

Grade	Below Level Spring 2018	On/Above Level Spring 2018	Below Level Spring 2019	On/Above Level Spring 2019	Below Level Winter 2020	On/Above Level Winter 2020	Growth 18-19 to 19-20
5	31%	69%	34%	66%	37%	63%	-3
4	53%	47%	38%	62%	36%	64%	+2
3	48%	53%	37%	63%	33%	67%	+4
2	48%	52%	43%	57%	54%	46%	-11
1	46%	54%	53%	47%	48%	52%	+5
Kinder	37%	63%	50%	50%	39%	61%	+11

Most grade levels made significant gains during the 2019-2020 school year despite the Covid-19 pandemic. Kinder students from the previous year made significant gains in Reading, from 50% On/Above Level to now 52% On/Above Level as first graders. Previous year first graders went from 47% to 46% On/Above Level and former 2nd graders went from 57% to 67% On/Above Grade Level. This tremendous gain is attributed to our additional interventionists and the strength of the 3rd Grade team in Reading instruction. Previous year third and fourth graders made gains, from 63% On/Above Level to now 64% On/Above Grade Level and 62% to 63% On/Above Level respectively. Given the trend in the data, we believe the gains would have been even more significant if given the opportunity to complete the school year in a traditional setting. However, in order to achieve the Meets Standard on the STAAR assessment, we need to improve our on/above level percentage to at least 70% or higher.

Winter 2020 MAP Math (Covid-19 Pandemic)

Grade	Below Level Spring 2018	On/Above Level Spring 2018	Below Level Spring 2019	On/Above Level Spring 2019	Below Level Winter 2020	On/Above Level Winter 2020	Growth
5	28%	72%	44%	56%	40%	60%	+4
4	38%	62%	36%	64%	32%	68%	+4

Grade	Below Level Spring 2018	On/Above Level Spring 2018	Below Level Spring 2019	On/Above Level Spring 2019	Below Level Winter 2020	On/Above Level Winter 2020	Growth
3	29%	71%	34%	66%	27%	73%	+7
2	50%	50%	40%	60%	52%	48%	-12
1	44%	56%	43%	57%	40%	60%	+3
Kinder	35%	65%	39%	61%	34%	66%	+5

Most grade levels made significant gains during the 2019-2020 school year despite the Covid-19 pandemic. Kinder students from the previous year did not grow as much in Math, going from 61% On/Above Level to now 60% On/Above Level as first graders. Previous year first graders went from 57% to 48% On/Above Level, however, former 2nd graders went from 60% to 73% On/Above Grade Level. This tremendous gain is attributed to the strength of the 3rd Grade team in Math instruction and use of manipulatives. Previous year third graders made gains, from 66% On/Above Level to now 68% On/Above Grade Level as fifth graders this year. Our former fourth graders who are fifth graders for the 2019-2020 school year did not make any gains either, decreasing from 64% to 60% On/Above Level. Guided Math will continue to be a focus along with the fidelity in using hands-on, real-world experiences to continue closing the gap. Given the trend in the data, we believe the gains would have been more significant if given the opportunity to complete the school year in a traditional setting.

2019-2020 STAAR Three Year Comparison

Domains	State Target Score	Brookhaven Score 2017-2018	Brookhaven Score 2018-2019	Brookhaven Score 2019-2020
Domain 1: Student Achievement	60	60	71	No data due to Covid-19 Pandemic
Domain 2a: Student Progress (Growth)	30	63	82	
Domain 2b: Student Progress				
Domain 3: Closing Performance Gaps	60	60	74	

Given the trend of our MAP data, we believe we would have been able to show growth in our STAAR scores. Our school has gone from a “D” to a “B” and are continuing to trend in an upward direction. This grade reflects the growth the students have accomplished over the year and our goal is to continue the growth.

Content	Campus 2017-2018	District	Campus 2018-2019	District	Campus 2019-2020	District
3 rd Grade Reading	71%	73%	71%	74%	No data due to Covid-19 Pandemic	No data due to Covid-19 Pandemic
3 rd Grade Math	75%	76%	90%	80%		
4 th Grade Reading	48%	69%	67%	72%		
4 th Grade Math	65%	74%	81%	81%		
4 th Grade Writing	38%	58%	60%	59%		
5 th Grade Reading	87%	83%	81%	85%		
5 th Grade Math	99%	92%	89%	89%		
5 th Grade Science	62%	70%	47%	65%		

Despite not having STAAR data for the 2019-2020 school year, we are going to continue the strategies and programs that we know are working. We will continue to have our

ELL teacher push into the classrooms in a co-teaching/parallel teaching manner to meet the various levels of student needs and also collaborate with those teachers on creating and implementing best-practices in the classrooms. We have identified and will continue to use resources that more efficiently and effectively serve our ELL population. In addition, we will continue to meet monthly with the Special Education teachers to analyze and monitor the students level of success and identify areas of weakness.

Overall, Brookhaven showed growth and made great gains from 2018 to 2020 as evidenced by the MAP data and CUA data. Throughout the year, the CUA data remained in the 1st and 2nd Quartile for all of the grade levels with the exception of 2nd grade reading at the beginning of the year and 5th grade math. We intend to continue our focus on Balanced Literacy while incorporating Empowering Writer's and Guided Math. In addition, Science will continue to be a focus throughout the campus. We will move to the next stages of Visible Thinking Strategies to further enhance our student growth. Instruction will include hands-on activities which link to real-world experiences. Student discourse and collaborative learning will continue with an emphasis on deepening the rigor.

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more domains. Even though we met the state accountability standard in all domains, we will continue to use the ESF Framework to help keep us focused. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school. (see addendum).

Student Learning Strengths

Data analysis shows the following strengths:

- - MOY CIRCLE data shows 81% of Prekindergarten students enrolled are on track in Math, 83% are on track in Social Emotional Behaviors, and 91% are on track with their Early Writing Skills.
 - Kinder, 1st, 3rd, and 4th grades showed growth on the Reading MAP from Spring 2019 to Winter 2020.
 - Every grade level except 2nd showed growth on the Math MAP from Spring 2019 to Winter 2020.
 - Third grade showed a 10% increase in Reading MAP and a 13% increase in Math MAP from the previous year as 2nd graders (Spring 2019 to Winter 2020).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The 3rd - 5th grade students scored below the district average on STAAR Reading with 3rd grade at 71%, 4th at 67% and 5th at 81% achieving the Approaches Grade Level standard. **Root Cause:** Students have low academic vocabulary and a lack of endurance. In addition, the teachers lacked a consistent implementation of a strong Balanced Literacy program.

Problem Statement 2 (Prioritized): Even though the 5th grade Math STAAR Approaching was 89%, this was a decrease in performance from last year and below the district percentage. **Root Cause:** Students have low academic vocabulary due to the lack of teacher consistency using academic vocabulary during instruction. In addition, the teachers did not consistently use hands-on activities, manipulatives, and task with real-world connections.

Problem Statement 3 (Prioritized): The 5th grade STAAR Science decreased from 62% to 47% and is below the district average of 65%. **Root Cause:** The teachers did not consistently implement and perform experiments to connect the learning with the real-world. In addition, a lack of student discourse and academic vocabulary minimized the level of comprehension.

Problem Statement 4 (Prioritized): All students have experienced gaps in learning as a result of COVID-19 and the extended school closure. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

Problem Statement 5 (Prioritized): The SPED students that scored Approaching Grade Level on STAAR Reading, STAAR Writing and STAAR Science was less than 40%. **Root Cause:** The general education teacher did not consistently differentiate or use hands-on activities to facilitate the connection with the content. In addition, the general education teacher lacks resources and strategies to use because of inconsistent collaboration time with the Special Education teacher.

Problem Statement 6 (Prioritized): The percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 60%, and the percentage of ELL students who scored Approaching Grade Level was 43%. **Root Cause:** There was a lack of consistency implementing the systematic approach to teaching revising and editing. Also, there was a lack of additional resources for revision and editing practice.

Problem Statement 7 (Prioritized): The percentage of 3rd-5th grade ELL students achieving the Approaches Grade Level standard on STAAR Reading was 71%. **Root Cause:** There was a lack of consistency in the consistency of reading comprehension and collaboration between the ELL teacher and the General Education teacher.

School Processes & Programs

School Processes & Programs Summary

School Organization:

At Brookhaven we pride ourselves on establishing and maintaining positive relationships with home, school, and community--Our relational focus allows us to continually deepen the partnership; enhancing student progress and success. The context of Brookhaven is defined by our vision, goals, and beliefs.

- **Vision:** Brookhaven students will receive high quality instruction with scaffolded support based on student needs through engaging activities in a positive classroom environment to instill a lifelong love of learning.
- **Goal:** Brookhaven staff will work collaboratively so each student is challenged and confident that they can achieve at their highest potential.
- **Beliefs:**
 - * Each student is unique and can learn more and at higher levels.
 - * Students will give their attention and commitment when provided engaging experiences.
 - * Each member of the school has the responsibility to ensure quality learning experiences for students.
 - * We can achieve more by working together collaboratively.
 - * Every teacher is a leader and every leader is a teacher.

Brookhaven conducts weekly PLC meetings (every Wednesday) with each grade level to focus purely on instruction including: instructional strategies, teacher planning, clarity, and improving practices within the classroom using CFA 2.0 and Essentials 3+1. The PLC framework is directly driven by the four essential PLC questions and an agenda is created to establish clear purpose and PLC goals. The principal, and CIS are present for every grade level, while the assistant principals support their respective grade levels. Our interventionist, dyslexia, ESL, and SPED teachers also participate in PLC meetings with their respective teachers/team. A minimum of two staff members push-in to classrooms for intervention and facilitate small group instruction, allowing for guided learning rotations for all students. The blocked time on the master schedule enables administration to perform more targeted walk-throughs to ensure the validity and fidelity of the programs that have been put in place and maximum use of instructional time. The master schedule will be revised to include time for the Special Education and General Education teachers allowing for increased collaboration and focus. The SPED schedule will be adjusted to accommodate the meetings around student services, conference time, and ARD's.

The targeted skills addressed during intervention are based on data analysis from MAP data, formal and summative assessments (CUA's) and formal and informal observations. Instructional aides are charged with pushing in to classrooms and providing instruction to intervention groups. Professional development training is an inclusive model and instructional assistants are participants in our campus learning allowing for aligned knowledge base and increased efficacy.

The Site Based Decision Making Committee (SBDM) meets monthly to discuss and review the expenditure of supplemental funds, schedules, climate, the campus culture, and parental involvement. Feedback is critical to the progress of Brookhaven. Suggestions and new ideas are discussed as well to include whether to keep or discontinue a program or

practice. We look to maximize the funding in ways that are directly beneficial to our students, while also providing for the needs of the parents and the community.

In addition to SBDM, we have Leadership meetings once a week to help administration stay focused on the key aspects of our campus needs while still addressing the basic needs of the campus from day to day. The meetings are collaborative and serve also as a debrief from the previous week. There are also monthly SPED meetings to address SPED needs, and upcoming ARDs, as well as Pastries/Pizza with the Principal which solicits feedback from parents and other community stakeholders each nine weeks.

Curriculum Instruction and Assessment:

Brookhaven Elementary School instruction and assessment is developed through implementation of the TEKS Resource System (TRS). TRS is district supported, offering a curriculum framework for effective lesson planning. Framework includes clarity of expectations, bundling, scope and sequence, misconceptions, instruction focus, specificity and essential vocabulary. Teachers plan collaboratively twice a week and are supported by administration and include the CIS and instructional coaches. "The 3 Essentials+1" framework for instructional excellence is our driver for success. Lessons are designed implementing the gradual release framework and effective research-based strategies. "CFA 2.0" backward design model is an essential part of planning providing additional insight for effective lesson planning. Formative and summative (CUA's) assessments are aligned, purposeful, and meet students individual needs. Interventions are data driven and target the specific needs of both the individual students and the class as a whole. However, grade level planning is not done collaboratively on a consistent basis in 2 out of the 7 groups (28%). This includes planning with the Special Programs and incorporating the differentiation needed to address all student needs with an even deeper focus on 504 accommodations and Individual Education Plans. Title 1 and SCE funds are used to purchase additional staff to support smaller groups during intervention blocks, as well as instructional supplies that promote hands-on learning, visual aides, and vocabulary to support our ELL and SPED population. Project-based learning materials are also needed to enrich the learning for our GT population.

The Measure of Academic Progress (Map) universal screener provides essential learning data that gives information to target individual student needs. MAP data disaggregation provides the capacity to gain an accurate measure of growth. Student RIT scores quantify student learning, projected growth and percentile. Information is effectively encapsulated in planning, intervention and focused instruction. Struggling students are identified and placed in RtI to address the gaps with specific interventions designed based on observation and MAP data.

Curriculum Unit Assessments (CUA) in grades 2-5 are given at the end of every unit to assess the students level of mastery of skills. The data is disaggregated in Eduphoria and provides information on student gaps and areas of strength as well as teacher instructional gaps and strengths. Intervention groups can be identified from the data broken down by standards and/or objectives. PK -1st grade use Performance Assessments (PA) throughout the units, but there is no data system to

break down the data by standard/objectives. We will look into purchasing ESGI for PK-1st grade to assist with progress monitoring and identifying intervention groups.

Planning days (one per grading period) are provided to grade levels. A framework for effective lesson planning is provided to teams and are non-negotiable. Teachers are expected to provide concise, creative and clear lesson plans that will provide students with engaging learning that is based on the gradual release model.

Reading continues to be an area of concern. Although data indicates growth in reading, there is still a need for continual improvement for our campus which will result in maximizing student potential. Language arts professional development in the areas of writing and reading will be ongoing including: Empowering Writers, Marzano Vocabulary, LLI, Guided Reading and Fountas and Pinnell. In addition, Guided Math was implemented this year to address the need for small group instruction, hands-on activities, and real-world connections to close gaps identified in math for several of our student populations. We will continue professional development to strengthen Guided math and increase the use of hands-on activities and the incorporation of real-world experiences in our lesson design. Consistency and fidelity of implementation will be a part of our focus as well. Increased targeted walkthroughs, and coaching walks will allow for opportunities for effective feedback on expectations, teaching and learning.

Technology:

At Brookhaven, specific and purposeful technology integration is an area that will remain our focus to ensure that we are maximizing the learning time and the use of the varied equipment. We have two fully equipped computer labs that each class will rotate through a minimum of once a week to receive guided instruction on various technology tools and resources, as well as a time to facilitate research and typing skills. In addition, instruction will be provided to the staff, especially new hires, regarding the use of the various technology devices and programs to ensure proper use and integration with the curriculum.

We currently have a variety of technology devices on campus to include new projectors in every classroom with eBeams attached to the whiteboards to facilitate interactive learning. In addition, several teachers were a part of Blended Learning to facilitate incorporating technology in the lesson design through blogs and more product-based collaborative learning.

All of the computers and iPads have intervention programs/apps loaded for student use in PK-5th grade. Each student at Brookhaven is afforded numerous opportunities to interact with technology on a daily basis; however, the interactions are linked to online programs rather than authentic product-based task.

We have multiple programs to include, but not limited to StemScopes, Imagine Learning platform, Exact-Path, Starfall, and Teach Town (PPCD program). The variance of programs allow us to meet the diversified needs and abilities of all our student population. Currently only 230 of our iPads support some of the newer programs and platforms; therefore, we will continue to purchase the newest generation iPads (40 to 80) and build towards 1:1 ratio of students to iPads. Access to technology will allow students to effectively work with digital research based intervention and learning programs.

School Processes & Programs Strengths

Data analysis revealed the following strengths in technology:

- Brookhaven is several teachers in Blended Learning that lead the drive to incorporate technology in the lesson design.
- A Campus Technology Support Staff is on campus to readily extend professional development on incorporating technology in the classroom.
- Every grade level has a mobile laptop cart and iPad cart.

Data analysis revealed the following strengths in our organization:

- All of the staff participate in Professional Development to ensure we are all equip to address the needs of our students and the campus.
- The master schedule is designed to maximize the learning opportunities.
- The master schedule offers consistency and enables more targeted walk-throughs by administration.
- Weekly PLC meetings extends teacher clarity as well as facilitates opportunities to give new trainings, evaluate & analyze data, and ensure alignment.
- Leadership Team meetings once a week that keep us focused on our main goal.
- SPED Monthly meetings are held that ensure compliance and review the needs of the students and concerns.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Twenty-one percent of the classroom teachers did not implement Guided Reading with fidelity and consistency throughout the school year. In addition, portions of the Gradual Release of Responsibility was not implemented fully. **Root Cause:** Additional professional development and modeling is needed to deepen the comprehension for full implementation correctly of the Focused and Guided Instruction as well as Guided reading.

Problem Statement 2 (Prioritized): Special Programs, Special Education, and General Education teachers do not have a truly dedicated block of time to collaborate and discuss differentiation and instructional strategies needed to be implemented in the lesson design and instruction. **Root Cause:** There is no dedicated block of time for the Special Programs, Special Education, and General Education teachers to collaborate and plan.

Problem Statement 3 (Prioritized): Technology is not being integrated consistently to enhance teaching and learning. **Root Cause:** Teachers struggle to purposefully integrate technology standards into their lessons due to a lack of training.

Problem Statement 4 (Prioritized): Loss of outdated technology has reduced the technology to student ratio to 1:5. As a result, fewer students are able to access online interventions at any given time. **Root Cause:** The technology available cannot support the updated program system requirements.

Problem Statement 5 (Prioritized): PK-1st grade students do not have a data collection platform that gives timely feedback to target specific skills and intervention groups.

Perceptions

Perceptions Summary

Brookhaven Elementary is a neighborhood school. Most students walk or are dropped off at campus as we only have two buses that serve the general education population, four buses that serve the special education (CASTLE and PPCD) population, and one HARP bus. We are a Title I school with 82.2% low socio-economic families. In addition, we are a CEP (Community Eligibility Program) campus providing free breakfast and lunch to all of our students. Our philosophy is "it takes a village to raise a child". This is embraced by all stakeholders as we focus on doing what is best for students in order to create a challenging, positive learning environment that fosters hope and builds dreams.

Brookhaven staff is comprised of 47 teachers, 19 instructional aides, 3 secretaries, 1 nurse's aide, 1 library aide, 1 media aide, 8 cooks, and 1 day custodian. Professional staff meet Title 1 expectations and hold various degrees, bachelor being the minimum. Two teachers were added to the staff and effectively integrated into grade level teams. One brand new teacher and two existing teachers on campus were supported through the mentor program. This provided a support system, that also included administrators and the CIS. The end of the year turnover was at a minimal with only four teachers leaving the Bronco family due to promotion, retirement and/or moving out of the state.

Guided Reading was our continued focus this past year, ensuring all of the components were being used consistently and with fidelity. Instructional Rounds data and walkthrough data showed a lack of consistency and fidelity in at least one classroom on each grade level (K-5). This reflected 21% of the teachers not following our campus plan. In addition, the data revealed a lack of a true understanding of Focused Instruction as the teachers spent too much time in this part of the Framework. On the otherhand, Collaborative Learning time improved, but still lacks consistent rigor and authentic product-based task.

Professional development was provided throughout the school year using district and non-district personnel, campus administration, campus instructional specialist and skilled teachers. Our focus on building teacher capacity was based on campus needs and district initiatives. Information is routinely shared with staff through T-TESS observations, coaching walk-throughs, PLC's, planning meetings, and staff meetings. Professional development will continue to be based on student needs and driven by current data. Reading continues to be an area of need for growth and will be addressed throughout the year with a strong push in the guided reading component, even though we have shown a lot of growth. We respect teacher time and continually provide targeted professional development with effective scheduling.

The Hospitality Committee and the administration team provided opportunities for team and spirit building. These opportunities include virtual exercise club, staff shout out wall, affirmations in weekly principal message, individual positive messages on classroom doors, daily praise, staff member of the month, Easter Egg Hunt, Christmas Party, Barbeque, Potlucks and various goody exchanges throughout year. This continued during the COVID-19 school closure to maintain a sense of family and motivation.

The staff is considered an integral part of the decision making process, assuring endorsement of the process. They are encouraged to participate in our various committees including SBDM, Campus Conduct, Safety, DEAC, CEAC, hospitality, as well as a variety of academic committies. These provide a consistent opportunity to allow for input and make decisions that will benefit our campus.

Building strong relationships and developing a partnership with families and the community are vital to the success of students at Brookhaven Elementary. The staff work with parents and volunteers to ensure that our students excel. Volunteers are used to help support teachers in the classroom at all levels from working with small groups, to reading one-

on-one, to laminating and cutting, to attending educational field trips. This year though we were able to add new volunteers to our volunteer list, the number of volunteers that were no longer at the campus kept our numbers the same. Next year we plan to continue working on increasing volunteer numbers, so that we are able to utilize them in more specific and purposeful roles to help maximize the learning time. Parents are invited to after school events, parent conferences, informational meetings, and meetings with the principal (Pastries/Pizza with the Principal) throughout the year to interact with the learning, stay informed with their child's progress and areas of weakness, and to share their thoughts, concerns, and suggestions.

	2018-19	2019-20
# of Volunteers	64	64

Our ESL program provided pamphlets in both, English and their native language, for every parent to supply them with information on ways to help their children at home both academically and socially. This year we continued offering parent nights to help the parents with strategies that can be practiced at home. Parents were provided a Parent Dictionary for Homework to increase the parents ability to support their students on skills they have been working on at school. This will be continued again next year, and we will continue offering Spanish-English classes through Rosetta Stone to help the parents with their transition, as well as increase the use of English in the home to benefit the students. This represents the need for more volunteers to reach more of our students. More volunteers are needed to support our upper grades. Our goal is to identify more volunteers that can come in and work one-on-one or with a small group on foundational skills.

Our Site Based Decision Making Committee (SBDM) met regularly and included committee members from our staff, parents, district and the community. The committee discussed and explored opportunities to further support the needs of the campus. All the committee members actively participated in the quarterly reviews to ensure the funds were being spent on viable programs and initiatives to include identifying things that needed to be discontinued, as well as added.

Our Adopt-a-School unit was not active. Next year, we hope for a more active relationship that will facilitate more opportunities for mentoring, positive role models, and some additional small group reading.

Grade levels communicated with parents through newsletters, emails, the Classroom DoJo app, and/or Remind 101 to provide two way communication. Flyers and notes were sent home for specific after school events through the students, and through classroom platforms. Our campus has a monthly newsletter from the leadership team, a campus website, and a Facebook page to help communicate upcoming events and celebrations. Additionally, the Blackboard Connect system was used to send out phone calls and e-mail messages with pertinent information for parents.

This past year our campus added Communities in Schools. The Communities in Schools program identifies challenges students face in class or at home and coordinates with community partners to bring outside resources inside schools. They help provide immediate needs like food or clothing, to more complex ones like counseling or emotional support. The mission of Communities in Schools is to empower students to stay in school and achieve in life. As a team, we worked together to do whatever it took to help our students succeed. Next year we will continue having Communities in Schools on campus and work towards increasing community involvement.

While it took a long time to establish a PTA on campus, Brookhaven has decided to absolve the existing PTA. While the PTA partnership was able to deepen some connection with our parents and the community, we believe a more effective process to continue building the partnership with the parents and community is through the establishment of a Parent Advisory Committee. This committee will be tasked with recruiting parents for involvement in meetings, conferences, and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs. In addition, the Parent Advisory Committee will assist with fundraising, planning and implementation of activities hosted at Brookhaven Elementary School, and increasing community involvement. Brookhaven hosts many activities for parents, students, staff and the community. These activities include the following:

Meet the Teacher	Pastries with the Principal	TPSP Parent Meeting
Graduation Ceremonies	SBDM	Book Fairs
Parent Orientation Mtgs.	Volunteer Orientation	Back to School Community Picnic
Field Trips	Field Day	Mother/Son Dance
Parenting Classes	PK Parent Involvement	PPE Workshop Modules Parenting Classes
Father/Daughter Dance	Movie at the Brook	Grade Level Music Programs
Music Programs	Academic Awards	Black History Month Program
Choir Concert	5th Grade Prom	GT Showcase
Family Math Night	Family Science Night	Family Reading Night
HSC & Parent Family Engagement	PTA	Parent/Teacher Conference
Family Game Night	Bronco of the Month	

While we had many parents attend the after-school events, field day opportunities, and programs, we only had a few consistent volunteers that would come during school hours to help work with students in small group or one-on-one to support basic reading and math skills. Our goal is to increase the number of volunteers that come in during the school day to work with students to support academic achievement. This includes working parents who are willing to work from home cutting, stapling, and creating station activities.

Various after school events and clubs are offered to help deepen the connection between home, school, and the

community. The events also equip the parents with tools to help their child at home. Each club is linked to the curriculum to further enhance learning or social-emotional skills.

This year our campus continued the Student 2 Student program. Student representatives were paired up with new students to help support the transition to a new campus (and a new city or state for some). The program helps students learn about campus life and feel more comfortable in the first few weeks at Brookhaven.

Restorative Practices continues to be embedded at Brookhaven as a part of our behavior management plan. This approach is designed to teach students appropriate behavior and change the way staff approaches student misconduct. Restorative Practices has been implemented in chunks with the focus being on Social Contracts and Relationship building. Next year, we will continue the implementation and add the next level. We use a combination of traditional and non-traditional consequences at Brookhaven such as community service, restorative conferences, various forms of apologies, modeling correct behavior, lunch/recess detention, Saturday detention as well as ISS and OSS, as necessary. The number of referrals for the past few years are shown below. There was a decrease of 166 in the number of referrals this year, which was due greatly to the consistency with implementing the steps in Restorative Practices and the classroom management plans. Unfortunately, two students were sent to the district alternative program for the 2019-2020 school year. However, this is down from three the previous school year.

Discipline Referral Data

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
415	180	80	221	246	392	226

Our campus hosts monthly fire drills to prepare students and staff in case of an emergency. Other drills such as Lockout, Lockdown, and Shelter are also practiced regularly. All classrooms and common areas have a safety map posted, a crisis safety plan that is updated and reviewed with the staff each year, and an emergency bag that is checked and updated regularly. Based on other events around the world, the district conducted an unusual drill that was followed by a staff debrief to discuss their thoughts and share ideas and suggestions which led to a devised plan of action for Brookhaven Elementary staff and students.

Perceptions Strengths

Data analysis revealed the following strengths:

- Parents were welcome at any time to eat lunch with their students.
- The Family Involvement Nights had great turn outs.
- A Bronco Newsletter was sent home bi-weekly to communicate grade level learning goals and to announce upcoming events.
- We had a Communities in Schools (CIS) and an MFLAC social worker to work with our students on a daily basis.
- Communities in Schools joined our team and increased the outside resources available to our campus.
- We had one and a half counselors that worked with students who are struggling with academics, social issues, and behavior issues.
- We had a school Facebook page which was updated with pertinent information, celebrations, and upcoming events as needed.
- Pastries/Pizza with the Principal gave the parents a platform to voice their concerns and ideas, as well as questions answered.
- The PTA was fully reestablished.
- During monthly fire drills all staff and students were out of the building in under 5 minutes.
- A variety of activities were scheduled throughout the year to enhance school/community relationships. Brookhaven hosts a back to school community picnic, Pre-Kindergarten Family Literacy events, three academic nights, a family game night, music performances, field day, a Veteran's Day recognition celebration, Bronco of the Month recognition, family dances, awards ceremonies and several other evening events.
- Brookhaven hosted 7 different after school clubs to meet the diverse needs of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While the number of parent volunteers remained at 64, it was not consistent and not sustainable for the upper grades. **Root Cause:** There is no systematic approach to recruiting and retaining volunteers.

Problem Statement 2 (Prioritized): Though the number of discipline referrals were down from 392 to 226, the number of repeat offenders was over 40. **Root Cause:** A deeper toolbox of classroom management strategies is needed to address the various needs of our students. In addition, there was a lack of consistency using the Restorative Practices and existing classroom management plans.

Problem Statement 3 (Prioritized): The dispersion of volunteers is not equitable and is disproportionate for some grade levels. **Root Cause:** There are not enough volunteers to disperse among the grade levels. In addition, we need to increase our efforts in acquiring more volunteers.

Problem Statement 4 (Prioritized): The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID-19 and extended period of social distancing. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

Priority Problem Statements

Problem Statement 1: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills.

Root Cause 1: Brookhaven has an 82.2% Economically Disadvantaged population. Opportunities for planning and engaging in hands-on, real-world experiences are not consistently taken advantage of across all grade levels and classes.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 60%, and the percentage of ELL students who scored Approaching Grade Level was 43%.

Root Cause 2: There was a lack of consistency implementing the systematic approach to teaching revising and editing. Also, there was a lack of additional resources for revision and editing practice.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The SPED students that scored Approaching Grade Level on STAAR Reading, STAAR Writing and STAAR Science was less than 40%.

Root Cause 3: The general education teacher did not consistently differentiate or use hands-on activities to facilitate the connection with the content. In addition, the general education teacher lacks resources and strategies to use because of inconsistent collaboration time with the Special Education teacher.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The 3rd - 5th grade students scored below the district average on STAAR Reading with 3rd grade at 71%, 4th at 67% and 5th at 81% achieving the Approaches Grade Level standard.

Root Cause 4: Students have low academic vocabulary and a lack of endurance. In addition, the teachers lacked a consistent implementation of a strong Balanced Literacy program.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Even though the 5th grade Math STAAR Approaching was 89%, this was a decrease in performance from last year and below the district percentage.

Root Cause 5: Students have low academic vocabulary due to the lack of teacher consistency using academic vocabulary during instruction. In addition, the teachers did not consistently use hands-on activities, manipulatives, and task with real-world connections.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The 5th grade STAAR Science decreased from 62% to 47% and is below the district average of 65%.

Root Cause 6: The teachers did not consistently implement and perform experiments to connect the learning with the real-world. In addition, a lack of student discourse and academic vocabulary minimized the level of comprehension.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: All students have experienced gaps in learning as a result of COVID-19 and the extended school closure.

Root Cause 7: The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: In 19-20, the attendance rate (94.43%) was comparative with last year which is lower than the district average rate predominately in the lower grade levels--(EE 88.73%, PK 92.42%, and Kinder 93.54%).

Root Cause 8: There was no consistency with implementing the incentives for attendance to motivate those in the lower grades.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Technology is not being integrated consistently to enhance teaching and learning.

Root Cause 9: Teachers struggle to purposefully integrate technology standards into their lessons due to a lack of training.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Though the number of discipline referrals were down from 392 to 226, the number of repeat offenders was over 40.

Root Cause 10: A deeper toolbox of classroom management strategies is needed to address the various needs of our students. In addition, there was a lack of consistency using the Restorative Practices and existing classroom management plans.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: The dispersion of volunteers is not equitable and is disproportionate for some grade levels.

Root Cause 11: There are not enough volunteers to disperse among the grade levels. In addition, we need to increase our efforts in acquiring more volunteers.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: While the number of parent volunteers remained at 64, it was not consistent and not sustainable for the upper grades.

Root Cause 12: There is no systematic approach to recruiting and retaining volunteers.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Twenty-one percent of the classroom teachers did not implement Guided Reading with fidelity and consistency throughout the school year. In addition, portions of the Gradual Release of Responsibility was not implemented fully.

Root Cause 13: Additional professional development and modeling is needed to deepen the comprehension for full implementation correctly of the Focused and Guided Instruction as well as Guided reading.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Special Programs, Special Education, and General Education teachers do not have a truly dedicated block of time to collaborate and discuss differentiation and instructional strategies needed to be implemented in the lesson design and instruction.

Root Cause 14: There is no dedicated block of time for the Special Programs, Special Education, and General Education teachers to collaborate and plan.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: The percentage of students identified as At Risk is 59% due to Readiness on Benchmark Assessments, and 24.6% due to STAAR failures.

Root Cause 15: There was a lack of consistency in providing engaging, hands-on, real-world experiences across all grade levels and classes.

Problem Statement 15 Areas: Demographics

Problem Statement 16: The percentage of 3rd-5th grade ELL students achieving the Approaches Grade Level standard on STAAR Reading was 71%.

Root Cause 16: There was a lack of consistency in the consistency of reading comprehension and collaboration between the ELL teacher and the General Education teacher.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: Loss of outdated technology has reduced the technology to student ratio to 1:5. As a result, fewer students are able to access online interventions at any given time.

Root Cause 17: The technology available cannot support the updated program system requirements.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID-19 and extended period of social distancing.

Root Cause 18: The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: PK-1st grade students do not have a data collection platform that gives timely feedback to target specific skills and intervention groups.

Root Cause 19:

Problem Statement 19 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Domain 2 - Student Progress
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 1: By the end of the 2020-2021 school year, we expect a minimum of a 5% increase on the EOY Universal Screeners (MAP & CIRCLE) in each area for grades PK-5 including special education, ELL, GT, At-Risk and 504 students.

Evaluation Data Sources: MAP, CIRCLE, and End of Unit Formative and Summative Assessments

Summative Evaluation: None

<p>Strategy 1: An intervention time will be blocked out for each grade level called Bronco Time. Additional staff will push in to classrooms to offer assistance to struggling students in the areas of math, reading, writing, and science.</p> <p>3.5 Instructional Aides funded by State Comp Ed and Title 1 funds will also work with students in small group to help close achievement gaps.</p> <p>Strategy's Expected Result/Impact: Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: Admin CIS Classroom Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7</p> <p>Funding Sources: Aide Salary & Estimated Benefits - 166 - State Comp Ed - 166.11.6129.00.125.30.AR0 - \$34,058, Aide Salary & Estimated Benefits - 211 - ESEA, Title I Part A - 211.11.6129.00.125.30.000 - \$23,155.61</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: Teachers (SPED, Regular, Dyslexic, and ESL) and Interventionist will collaboratively review assessment data and student achievement bi-weekly to identify specific student needs and use/identify research-based strategies to implement in the learning process for individual students in the content areas.</p> <p>A monthly meeting will be held with the Administration team, SPED teachers, Interventionist, and the Regular Ed teachers to review student growth and student services.</p> <p>Strategy's Expected Result/Impact: Special Program students will increase achievement and show growth on campus, district, and state assessments--MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: SPED teachers Classroom Teachers Support Teachers CIS Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: ESL teachers will provide ESL students with ESL high-yield research-based instructional strategies related to Collaborative teaching (Parallel Teaching) and tools needed to meet the individual need of these students in small group in a push-in Colaborative Teaching setting. They will also review assessment data collaboratively with the classroom teacher to drive instruction.</p> <p>This includes integrating visual aides, academic vocabulary games, hands-on task, and review assessments. The Imagine Learning program will be used as an additional resource to meet the needs of the ESL students.</p> <p>Additionally, Home-School Connections Newsletters will be purchased for ESL parents to provide tips and ideas to extend the learning at home.</p> <p>Strategy's Expected Result/Impact: Special Program teachers will increase achievement and show growth on campus, district, and state assessments--MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: Admin CIS Interventionist ELL Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4, 6, 7</p> <p>Funding Sources: Instructional Supplies for hands-on, visual aide, and small group instruction - 165/ES0 - ELL - 165.11.6399.00.125.25.ES0 - \$2,499, Reading Material for ESL Parents - 263 - ESEA, Title III Part A - 263.61.6329.LE.125.25.000 - \$850</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: GT students will be provided small group differentiated instruction to address their unique needs as well as project-based learning to include STEM through a pullout system. Teachers will be provided ongoing PD on how to meet the unique needs of the G/T students in order to increase the number of students that meet the expected growth in all 4 core subjects.</p> <p>Strategy's Expected Result/Impact: STAAR performance--Index 4</p> <p>Increase in identified Gifted and Talented students by 10% by the end of the school year.</p> <p>Increase in the percentage of Gifted and Talented students that meet the expected growth and Mastery Level.</p> <p>Student Progress monitoring.</p> <p>Staff Responsible for Monitoring: Cluster teachers, CIS, Interventionist, & Admin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Instructional Supplies for GT Enrichment - 177 - Gifted/Talented - 177.11.6399.00.125.21.000 - \$1,233.26, Field Trip for GT - 177 - Gifted/Talented - 177.11.6412.00.125.21.000 - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Temp employees will work with students in small groups during intervention focusing on skills that students are lacking in reading and writing to close gaps in their learning. The temp employees will work collaboratively with classroom teachers studying the IFD/standards, planning lessons using the CFA 2.0 Framework, sharing teaching strategies, reviewing common formative/summative assessment data, and implementing research based strategies to meet individual student's academic needs.</p> <p>Additional Targeted Support will be provided to all students with a deeper focus on the African American, SPED, and ELL populations in order to increase academic achievement status of students meeting grade level standard in reading.</p> <p>Strategy's Expected Result/Impact: Student progress on state assessments, benchmark assessments, progress reports and report card.</p> <p>Staff Responsible for Monitoring: Admin, CIS, Temp employee (interventionist)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 4, 6 - School Processes & Programs 1</p> <p>Funding Sources: Temp employees for intervention time - 211 - ESEA, Title I Part A - 211.11.6125.CA.125.30.000 - \$13,000</p>	Reviews			
	Formative			Summative
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Strategy 6: Field-based instructional experiences will be provided to students to teach and reinforce concepts that are difficult to duplicate in the classroom setting.

Field-based instruction will include the following:

- *Thinkery
- *Bob Bullock Museum
- *Bell County Museum
- *Mayborn Museum
- *3-D Printing
- *iFly
- *Inner Space Caverns
- *Temple Children's Museum

Presentations will be brought to the campus for the students as well linked to Science to provide extensive real-world connections and hands-on opportunities.

Virtual field trips will be utilized in the event that there are COVID restrictions and/or restrictions to in-person presentations.

Strategy's Expected Result/Impact:

Student data on related Unit Assessments, BOY, MOY, and EOY state and district assessments, as well as student results on STAAR will increase by a minimum of 5%.


Staff Responsible for Monitoring: Admin Team
CIS

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Problem Statements: Demographics 2, 3 - Student Learning 4

Funding Sources: Field-based Experiences - 166 - State Comp Ed - 166.11.6494.00.125.30.AR0 - \$8,200, Real- World and Hands-On Experiences - 166 - State Comp Ed - 166.11.6299.00.125.30.AR0 - \$1,600

Reviews			
Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. Root Cause: Brookhaven has an 82.2% Economically Disadvantaged population. Opportunities for planning and engaging in hands-on, real-world experiences are not consistently taken advantage of across all grade levels and classes.
Problem Statement 3: The percentage of students identified as At Risk is 59% due to Readiness on Benchmark Assessments, and 24.6% due to STAAR failures. Root Cause: There was a lack of consistency in providing engaging, hands-on, real-world experiences across all grade levels and classes.
Student Learning
Problem Statement 1: The 3rd - 5th grade students scored below the district average on STAAR Reading with 3rd grade at 71%, 4th at 67% and 5th at 81% achieving the Approaches Grade Level standard. Root Cause: Students have low academic vocabulary and a lack of endurance. In addition, the teachers lacked a consistent implementation of a strong Balanced Literacy program.
Problem Statement 2: Even though the 5th grade Math STAAR Approaching was 89%, this was a decrease in performance from last year and below the district percentage.

Root Cause: Students have low academic vocabulary due to the lack of teacher consistency using academic vocabulary during instruction. In addition, the teachers did not consistently use hands-on activities, manipulatives, and task with real-world connections.

Problem Statement 3: The 5th grade STAAR Science decreased from 62% to 47% and is below the district average of 65%. **Root Cause:** The teachers did not consistently implement and perform experiments to connect the learning with the real-world. In addition, a lack of student discourse and academic vocabulary minimized the level of comprehension.

Problem Statement 4: All students have experienced gaps in learning as a result of COVID-19 and the extended school closure. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

Problem Statement 5: The SPED students that scored Approaching Grade Level on STAAR Reading, STAAR Writing and STAAR Science was less than 40%. **Root Cause:** The general education teacher did not consistently differentiate or use hands-on activities to facilitate the connection with the content. In addition, the general education teacher lacks resources and strategies to use because of inconsistent collaboration time with the Special Education teacher.

Problem Statement 6: The percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 60%, and the percentage of ELL students who scored Approaching Grade Level was 43%. **Root Cause:** There was a lack of consistency implementing the systematic approach to teaching revising and editing. Also, there was a lack of additional resources for revision and editing practice.

Problem Statement 7: The percentage of 3rd-5th grade ELL students achieving the Approaches Grade Level standard on STAAR Reading was 71%. **Root Cause:** There was a lack of consistency in the consistency of reading comprehension and collaboration between the ELL teacher and the General Education teacher.

School Processes & Programs

Problem Statement 1: Twenty-one percent of the classroom teachers did not implement Guided Reading with fidelity and consistency throughout the school year. In addition, portions of the Gradual Release of Responsibility was not implemented fully. **Root Cause:** Additional professional development and modeling is needed to deepen the comprehension for full implementation correctly of the Focused and Guided Instruction as well as Guided reading.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 2: By the end of the 2020-2021 school year, 75% of all 3rd grade - 5th grade students will meet the achievement standard (Domain 1) on STAAR Reading. By the end of the 2020-2021 school year, 75% of the 4th -5th grade students will achieve 1 year growth as measured by MAP Reading and STAAR.

Evaluation Data Sources: Curriculum Unit Assessments, district universal screeners, and STAAR results.

Summative Evaluation: None

<p>Strategy 1: Teachers will utilize Next Generation Balanced Literacy within the GRR Framework daily and consistently with fidelity starting at the beginning of the year. This includes Guided Reading using a GRR reading lesson, derived from the CFA 2.0 design process being taught daily in grades K-5 to reach the needs of all student populations.</p> <p>Guided reading will be more skills-based in the intermediate grades.</p> <p>Strategy's Expected Result/Impact: Classroom evidence of balanced literacy implementation as documented through walkthroughs and TTESS.</p> <p>Improved student achievement in Reading as measured by MAP, State STAAR test and formative/summative common assessments.</p> <p>Staff Responsible for Monitoring: All teachers teaching ELAR CIS Admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 5 - School Processes & Programs 1</p> <p>Funding Sources: Guided Reading Materials - 166 - State Comp Ed - 166.11.6399.00.125.30.AR0 - \$1,000, Guided Reading Books/Materials--small group - 166 - State Comp Ed - 166.11.6329.00.125.30.AR0 - \$1,000</p>	Reviews			
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<p>Strategy 2: Professional Development for teachers will be done throughout the year for Next Generation Balanced Literacy,, LLI, Fountas & Pinnell Guided Reading and Phonics kits, vocabulary and effective strategies in stations in conjunction with the GRR Framework in order to address anticipated gaps in reading due to COVID-19 school closures.</p> <p>This will include modeling, hands-on activities, and make and take resources for immediate implementation in the classrooms.</p> <p>Strategy's Expected Result/Impact: Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 4, 5, 7 - School Processes & Programs 1, 3 - Perceptions 4</p> <p>Funding Sources: PD on Guided Reading and small group instruction - 166 - State Comp Ed - 166.13.6299.00.125.30.AR0 - \$900, Instructional Materials to implement PD learning - 166 - State Comp Ed - 166.11.6399.00.125.30.AR0 - \$3,615.81, PD on Guided Reading and Small Group Instruction - 166 - State Comp Ed - 166.13.6239.00.125.30.AR0 - \$900</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Teachers will utilize the Comprehension at the Core Toolkit in the lesson plan at least once a week using non-fiction text. This will increase the academic achievement status of students meeting grade level standard in reading through the exposure to non-fiction text while increasing metacognitive thinking and student discourse.</p> <p>Strategy's Expected Result/Impact: Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: Teachers Interventionist CIS Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Campus Leadership will provide systematic and continuous monitoring through walk-throughs, Coaching Walks, and PLCs to ensure that instructional materials align with the standards, the curriculum, research-based practices, high level authentic student work that includes components of balanced literacy, Tool Kit lessons, use of performance indicators and TRS unit assessments.</p> <p>Strategy's Expected Result/Impact:</p> <p>Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Instructional Rounds data (campus and district), as well as walk-through data will show 100% target/task alignment, an increase in product-based collaborative learning, and a minimum of a 25% increase in student discourse</p> <p>Staff Responsible for Monitoring: Admin team CIS all Team members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1, 3 - Perceptions 2, 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: The librarian will plan and provide lessons in the library based on grade level or class academic needs.</p> <p>The librarian will facilitate and foster the love of reading across genres and content areas by implementing a reading program such as AR.</p> <p>Incentives will be purchased for students. They will have the opportunity to purchase items quarterly based on the number of points they have earned through reading and testing.</p> <p>Strategy's Expected Result/Impact: Student growth and progress on common unit assessments and benchmark assessments.</p> <p>Staff Responsible for Monitoring: Admin Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4, 5 - School Processes & Programs 1</p> <p>Funding Sources: Reading Support--Accelerated Reader - 211 - ESEA, Title I Part A - 211.11.6299.OL.125.30.000 - \$5,000</p>	Reviews			
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<p>Strategy 6: Interventionists will collaborate with classroom teachers to ensure teacher clarity, review student assessments, identify teaching strategies to improve student achievement in reading, model Next Generation Balanced Literacy and plan collaboratively with the grade level teams to ensure all components of Balanced Literacy are implemented.</p> <p>Additional Targeted Support will be provided to all students including African American, students of Two or more races, and SPED students by the Interventionist in conjunction with the classroom teachers in order to increase the academic achievement status of students meeting grade level standard in reading.</p> <p>Strategy's Expected Result/Impact: There will be increased collaboration between the Title 1 teachers, ESL teacher and grade level team members as evidenced by an increase in individual student reading levels based on the MAP.</p> <p>Staff Responsible for Monitoring: Classroom teachers CIS ELL teacher Interventionist Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4, 6, 7 - School Processes & Programs 1</p> <p>Funding Sources: Reading Coach/Interventionist salary & estimated benefits - 211 - ESEA, Title I Part A - 211.11.6119.00.125.30.000 - \$135,720.39</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Teachers in K-3 will use Fountas & Pinnell assessments to form guided reading groups and teachers in 4th and 5th grade according to the district requirements based on the Universal Screenings Schedule. Specific interventions will then be identified and research-based resources will be used such as, but not limited to the LLI Kit, Imagine Literacy & Learning, Exact Path, and Reading Eggs.</p> <p>In addition, the F&P Phonics will be embedded within the lesson design to include specific small group and station task in K-3 to address phonological awareness and phonics gaps.</p> <p>Strategy's Expected Result/Impact: Student Achievement and growth as measured by increase in F&P reading levels, CUAs, MAP and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: Admin Teachers CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 3 - Student Learning 4</p>	Reviews			
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Strategy 8: The Bridge Days will be used to reteach skills identified from the data-analysis and to meet with students in skills-based guided reading groups. Strategy's Expected Result/Impact: Student growth and progress on common unit assessments and benchmark assessments. Staff Responsible for Monitoring: Admin CIS Teacher Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 3 - Student Learning 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. Root Cause: Brookhaven has an 82.2% Economically Disadvantaged population. Opportunities for planning and engaging in hands-on, real-world experiences are not consistently taken advantage of across all grade levels and classes.
Problem Statement 3: The percentage of students identified as At Risk is 59% due to Readiness on Benchmark Assessments, and 24.6% due to STAAR failures. Root Cause: There was a lack of consistency in providing engaging, hands-on, real-world experiences across all grade levels and classes.
Student Learning
Problem Statement 1: The 3rd - 5th grade students scored below the district average on STAAR Reading with 3rd grade at 71%, 4th at 67% and 5th at 81% achieving the Approaches Grade Level standard. Root Cause: Students have low academic vocabulary and a lack of endurance. In addition, the teachers lacked a consistent implementation of a strong Balanced Literacy program.
Problem Statement 4: All students have experienced gaps in learning as a result of COVID-19 and the extended school closure. Root Cause: The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.
Problem Statement 5: The SPED students that scored Approaching Grade Level on STAAR Reading, STAAR Writing and STAAR Science was less than 40%. Root Cause: The general education teacher did not consistently differentiate or use hands-on activities to facilitate the connection with the content. In addition, the general education teacher lacks resources and strategies to use because of inconsistent collaboration time with the Special Education teacher.
Problem Statement 6: The percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 60%, and the percentage of ELL students who scored Approaching Grade Level was 43%. Root Cause: There was a lack of consistency implementing the systematic approach to teaching revising and editing. Also, there was a lack of additional resources for revision and editing practice.
Problem Statement 7: The percentage of 3rd-5th grade ELL students achieving the Approaches Grade Level standard on STAAR Reading was 71%. Root Cause: There was a lack of consistency in the consistency of reading comprehension and collaboration between the ELL teacher and the General Education teacher.
School Processes & Programs
Problem Statement 1: Twenty-one percent of the classroom teachers did not implement Guided Reading with fidelity and consistency throughout the school year. In addition, portions of the Gradual Release of Responsibility was not implemented fully. Root Cause: Additional professional development and modeling is needed to deepen the

comprehension for full implementation correctly of the Focused and Guided Instruction as well as Guided reading.

Problem Statement 3: Technology is not being integrated consistently to enhance teaching and learning. **Root Cause:** Teachers struggle to purposefully integrate technology standards into their lessons due to a lack of training.

Perceptions

Problem Statement 2: Though the number of discipline referrals were down from 392 to 226, the number of repeat offenders was over 40. **Root Cause:** A deeper toolbox of classroom management strategies is needed to address the various needs of our students. In addition, there was a lack of consistency using the Restorative Practices and existing classroom management plans.

Problem Statement 4: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID-19 and extended period of social distancing. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.





Performance Objective 3: By the end of 2020-2021 school year, 70% of 5th grade students will meet the achievement standard (Domain 1) on STAAR Science.

Evaluation Data Sources: Curriculum Unit Assessments, district Universal Screeners, and the state science STAAR test.

Summative Evaluation: None

<p>Strategy 1: Science will be taught every day in every grade level. The instruction will include a minimum of 1 hands-on science experiment based on grade level TEKS each week. It will be supported by small group instruction (Guided Science groups), vocabulary development and written responses of understanding using additional resources such as Science Weekly to further enhance comprehension for all students, but especially ESL, SPED, and the African American subgroup.</p> <p>A Science Interactive Vocabulary Word Wall will also be created for 3rd-5th grade as an additional support for vocabulary development.</p> <p>Strategy's Expected Result/Impact: Student growth and progress as measured on common unit assessments, projects, formative assessment and STAAR Science</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers SPED Teachers ESL Teacher Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3, 4 - School Processes & Programs 3</p> <p>Funding Sources: Instructional materials to support hands-on science instruction and content area vocabulary. - 166 - State Comp Ed - 166.11.6399.00.125.30.AR0 - \$3,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Teachers in grades PK-5 will use hands-on science investigations to enhance/ relate science concepts to the real world. Connections will be made to classroom instruction and the real-world which will deepen the learning for all students to include ESL students, SPED students, and the African-American subgroup.</p> <p>StemScopes will be purchased as an additional instructional tool that can also be used virtually to strengthen comprehension of the Science TEKS for both the teachers and students. Materials will be purchased to support the StemScopes activities and hands-on experiences.</p> <p>Strategy's Expected Result/Impact: Student Science Journals should show evidence of discovery process and scientific method, including purpose, tools, and conclusion</p> <p>Students will be able to make connections from lab to classroom instruction, including vocabulary.</p> <p>Improvement on common unit assessments, formative assessments, and the 5th Grade STAAR Science.</p> <p>Staff Responsible for Monitoring: Classroom Teachers CIS Interventionist SPED Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: The administration team to include the CIS and Interventionist will do Science specific walk-throughs once a month with specific focus on experiment implementation and hands-on instruction with the use of academic vocabulary. Immediate feedback will be given.</p> <p>Strategy's Expected Result/Impact:</p> <p>Improvement on common unit assessments, formative assessments, and the 5th Grade STAAR Science.</p> <p>Staff Responsible for Monitoring: Admin CIS Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3, 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Students will complete a mini science project at the end of each nine weeks based on the 4 reporting categories. One nine weeks will focus on Matter & Energy. The next will focus on Force , Motion, and Energy. The other will focus on Earth & Space. The last will focus on Organisms and Environments. This will help to culminate and deepen the learning throughout the grade levels.</p> <p>In addition, there will be an end of year Science Fair for students in PK-5th with grade level incentives. The Scientific Method will be used to design the experiment and presentation based on one of the four reporting categories.</p> <p>Strategy's Expected Result/Impact:</p> <p>Student growth and progress as measured by common unit assessments, formative assessments, and STAAR Science.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Science project supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$650</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: Students will create interactive notebooks throughout the year. The students will use the interactive notebooks for recording and analyzing data. Students will use the interactive notebooks as a tool to enhance vocabulary and knowledge of targeted topics.</p> <p>Strategy's Expected Result/Impact:</p> <p>Student growth and progress as measured on common unit assessments, projects, formative assessments, and STAAR Science.</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 4, 5, 6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. Root Cause: Brookhaven has an 82.2% Economically Disadvantaged population. Opportunities for planning and engaging in hands-on, real-world experiences are not consistently taken advantage of across all grade levels and classes.</p>
<p>Problem Statement 3: The percentage of students identified as At Risk is 59% due to Readiness on Benchmark Assessments, and 24.6% due to STAAR failures. Root Cause: There was a lack of consistency in providing engaging, hands-on, real-world experiences across all grade levels and classes.</p>
Student Learning

Problem Statement 3: The 5th grade STAAR Science decreased from 62% to 47% and is below the district average of 65%. **Root Cause:** The teachers did not consistently implement and perform experiments to connect the learning with the real-world. In addition, a lack of student discourse and academic vocabulary minimized the level of comprehension.

Problem Statement 4: All students have experienced gaps in learning as a result of COVID-19 and the extended school closure. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

Problem Statement 5: The SPED students that scored Approaching Grade Level on STAAR Reading, STAAR Writing and STAAR Science was less than 40%. **Root Cause:** The general education teacher did not consistently differentiate or use hands-on activities to facilitate the connection with the content. In addition, the general education teacher lacks resources and strategies to use because of inconsistent collaboration time with the Special Education teacher.

Problem Statement 6: The percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 60%, and the percentage of ELL students who scored Approaching Grade Level was 43%. **Root Cause:** There was a lack of consistency implementing the systematic approach to teaching revising and editing. Also, there was a lack of additional resources for revision and editing practice.

School Processes & Programs

Problem Statement 3: Technology is not being integrated consistently to enhance teaching and learning. **Root Cause:** Teachers struggle to purposefully integrate technology standards into their lessons due to a lack of training.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 4: By the end of 2020-2021 school year, 70% of 4th grade students will meet the achievement standard (Domain I) on the STAAR Writing.





Evaluation Data Sources: Curriculum Unit Assessments and the state writing STAAR test.

Summative Evaluation: None

<p>Strategy 1: The administration team to include the CIS and Interventionist along with the fourth grade team will analyze Benchmark data and 18-19 STAAR data to identify the common errors and questioning styles to drive instruction.</p> <p>Strategy's Expected Result/Impact: Improve writing, revising, and editing as evidenced by end of unit common assessments (Formative and/or Summative) and the 4th Grade STAAR Writing.</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4, 6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The teachers will receive continued professional development through PLC, grade level planning, and staff meetings on embedding Empowering Writer's into the Writer's Workshop Framework in grades K-5 while beginning to incorporate within Balanced Writing and implementation with fidelity and consistency.</p> <p>Teachers will implement and use Empowering Writers strategies across all subject areas as a part of the lesson to improve classroom instructional practices in writing.</p> <p>Kindergarten teachers will model and share revising and editing. First and 2nd grade students will revise and edit sentences. Grades 2-5 will implement a revising and editing curriculum such as Empowering Writers.</p> <p>Strategy's Expected Result/Impact: Improved writing, revising and editing as evidenced by end of unit common formative and summative assessments and the STAAR Writing assessment in 4th grade.</p> <p>Staff Responsible for Monitoring: Teachers CIS Interventionist Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p> <p>Funding Sources: Supplemental materials for Empowering Writers - 166 - State Comp Ed - 166.11.6399.00.125.30.ARO - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Fourth grade teachers will meet during PLC and grade level planning to collaboratively review student work, student progress towards learning goals and results of assessments in writing, editing and revising.</p> <p>Specific interventions and engaging activities will be designed based on the collected data and specific needs of each student.</p> <p>Strategy's Expected Result/Impact: Student Achievement and growth should increase as measured by the 4th grade STAAR Writing and through progress monitoring.</p> <p>Staff Responsible for Monitoring: Admin 4th grade teachers CIS Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Nov	Jan	Mar	June														
<p>Strategy 4: Teachers will spiral revising and editing practice will be spiraled daily through morning work, warm-ups, and through purchased supplies such as Kamico, and Lone Star practice test. In addition, authentic reading passages will also be used (retyped with specific, purposeful errors embedded within in them). This will begin In October.</p> <p>Interactive notebooks/journals will be used in every classroom to facilitate spiraling and for writing integration across content areas.</p> <p>Additional Targeted Support will be provided by the teacher, interventionist and instructional aides pushing in during Bronco Time (interventions) to all students including the African American and SPED student populations to increase the academic achievement status of students meeting grade level standard in Writing.</p> <p>Strategy's Expected Result/Impact:</p> <p>Improved writing as evidenced by end of unit common formative and/or summative assessments and the 4th Grade STAAR Writing.</p> <p>Staff Responsible for Monitoring: Grade level team members Admin staff CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Formative			Summative														
Nov	Jan	Mar	June														

<p>Strategy 5: All classroom teachers will use the Next Generation Balanced Literacy approach with the new RLA through the GRR Framework that includes a strong emphasis on Guided Reading with writing and phonics embedded to include writing daily across the curriculum and Word Study utilizing the CFA 2.0 Lesson Design Process during PLC and Grade Level Planning.</p> <p>Fountas and Pinnell's Guided Reading & Writing will be utilized as a part of lesson planning.</p> <p>Strategy's Expected Result/Impact: Students will be able to write sentences/paragraphs using conventions correctly, word choice, etc as evidenced by writing scores of at least 75 or higher for at least 70 percent of the students in each grade level on common assessments and formative assessments.</p> <p>Staff Responsible for Monitoring: Teachers CIS Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: All PreK- 2nd grade classroom teachers will incorporate the usage of a word wall to encourage students to label items in their writing journals or in their drawings, as well as to strengthen their word development and vocabulary. One Note Interactive notebooks will be utilized with the Virtual Learning to have a digital Word Wall available at all times.</p> <p>Strategy's Expected Result/Impact: Students will show in increase in growth on the MAP & CIRCLE assessment in the Phonological Awareness and Vocabulary Development section.</p> <p>Staff Responsible for Monitoring: PK-2nd Teachers</p> <p>CIS</p> <p>Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: The admin team including the CIS and Interventionist will do writing specific walk-throughs and Coaching Walks once a month with specific focus on the components of Writer's Workshop and utilizing Empowering Writers and revising and editing. Immediate feedback will be given as well as the data collected being used to drive further Professional Development.</p> <p>Strategy's Expected Result/Impact: This will allow for more immediate feedback and adjustments to instruction which will in turn improve STAAR and CUA assessment data.</p> <p>Staff Responsible for Monitoring: Admin CIS Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 8: Teachers will reteach specific skills identified after CUA data analysis to be addressed during Bridge days in 4th grade.</p> <p>Strategy's Expected Result/Impact: This will close gaps and improve scores on the benchmark assessments, CUA data and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: The percentage of students identified as At Risk is 59% due to Readiness on Benchmark Assessments, and 24.6% due to STAAR failures. Root Cause: There was a lack of consistency in providing engaging, hands-on, real-world experiences across all grade levels and classes.</p>
Student Learning
<p>Problem Statement 4: All students have experienced gaps in learning as a result of COVID-19 and the extended school closure. Root Cause: The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.</p>
<p>Problem Statement 6: The percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 60%, and the percentage of ELL students who scored Approaching Grade Level was 43%. Root Cause: There was a lack of consistency implementing the systematic approach to teaching revising and editing. Also, there was a lack of additional resources for revision and editing practice.</p>

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.





Performance Objective 5: By the end of the 2020-2021 school year, 88% of all 3rd - 5th graders will meet the achievement standard (Domain 1) on STAAR Math. By the end of the 2020-2021 school year, 80% of the 4th - 5th grade students will achieve 1 year growth as measured by MAP Math and STAAR.

Evaluation Data Sources: End of unit formative and summative assessments, district Universal Screeners (MAP & CIRCLE), and the state STAAR assessment.

Summative Evaluation: None

<p>Strategy 1: Brookhaven staff will receive professional development on Guided Math throughout the year that will provide the staff with strategies and tools to reach struggling students immediately, maximizing instructional time, while still challenging the other students in the classroom appropriately--differentiation. This learning will continue throughout the year through PLC and Staff development.</p> <p>Due to learning gaps anticipated due to COVID-19 school closures, Guided Math will be implemented to provide specific and purposeful small group instruction based on assessment data and noticing during core instruction.</p> <p>The Do the Math Kit and Imagine Learning Math will also be utilized with RtI students as identified to help build the foundation and link the skills</p> <p>Strategy's Expected Result/Impact: This will strengthen core content instruction to lead to improved benchmark, CUA, and STAAR data.</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2, 4 - School Processes & Programs 3</p> <p>Funding Sources: PD on Guided Math and small group instruction - 166 - State Comp Ed - 166.13.6299.00.125.30.AR0 - \$1,600, Instructional Materials to support Guided Math - 166 - State Comp Ed - 166.11.6399.00.125.30.AR0 - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: Teachers will follow the TEKS Resource System and will utilize strategies from Math Misconceptions, Comprehending Math and Investigations in daily lessons. This will apply to all students to include ELL, Special Education, 504, G/T, and At-Risk.</p> <p>This will include incorporating aligned math vocabulary from the TEKS based on the grade level curriculum and problem solving into daily lessons.</p> <p>The TRS resources will be studied and used along with the Enhanced Document to ensure teacher clarity and alignment.</p> <p>Strategy's Expected Result/Impact:</p> <p>Student progress Monitoring through common unit assessments, MAP assessments, CIRCLE and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Admin CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will implement the Problem-Solver resource will be implemented in every grade level as a part of direct instruction at least once a week, but should be spiraled daily. Problem-Solving strategies will be utilized and modeled with real-world connections daily.</p> <p>Strategy's Expected Result/Impact:</p> <p>A continuous improvement in the application of skills as evidenced by grades improving weekly to ultimately having 75%-80% of all students successfully solving word problems.</p> <p>Staff Responsible for Monitoring: Admin Teachers CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Additional Targeted Support will be provided to All Students including African American, students of Two or More Races, and SPED students in order to increase the academic achievement status of students meeting grade level standard in math by incorporating hands-on activities and the use of manipulatives in the lesson design to offer a visual for students to make a deeper connection.</p> <p>Strategy's Expected Result/Impact:</p> <p>Students will show growth and progress on common unit assessments (formative & summative), MAP and CIRCLE assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Admin CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Teachers will provide daily/consistent spiraling based on content that has already been taught. It can be done through morning work or Warm-ups prior to math instruction.</p> <p>The spiraling will be reviewed with various strategies being modeled.</p> <p>Strategy's Expected Result/Impact: Students will show an increase in retention of the content as evidenced by increased numbers of students passing common assessments and STAAR as well as an increase of students on grade level on the EOY MAP and CIRCLE assessment.</p> <p>Staff Responsible for Monitoring: Teacher CIS Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Teachers will embed Fact Fluency and Number Sense practice during Guided Math through stations and/or small group instruction.</p> <p>Strategy's Expected Result/Impact: Students will show an increase in retention and automaticity as evidenced by a decrease in the amount of time students use to solve basic problems.</p> <p>Staff Responsible for Monitoring: Teacher CIS Admin</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 2: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. **Root Cause:** Brookhaven has an 82.2% Economically Disadvantaged population. Opportunities for planning and engaging in hands-on, real-world experiences are not consistently taken advantage of across all grade levels and classes.

Problem Statement 3: The percentage of students identified as At Risk is 59% due to Readiness on Benchmark Assessments, and 24.6% due to STAAR failures. **Root Cause:** There was a lack of consistency in providing engaging, hands-on, real-world experiences across all grade levels and classes.

Student Learning

Problem Statement 2: Even though the 5th grade Math STAAR Approaching was 89%, this was a decrease in performance from last year and below the district percentage. **Root Cause:** Students have low academic vocabulary due to the lack of teacher consistency using academic vocabulary during instruction. In addition, the teachers did not consistently use hands-on activities, manipulatives, and task with real-world connections.

Problem Statement 4: All students have experienced gaps in learning as a result of COVID-19 and the extended school closure. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

School Processes & Programs

Problem Statement 3: Technology is not being integrated consistently to enhance teaching and learning. **Root Cause:** Teachers struggle to purposefully integrate technology standards into their lessons due to a lack of training.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 1: By the end of 2020-2021 school year, 100% of all professional staff members will participate in a minimum of six district or campus professional development sessions covering a variety of research based learning to build teacher capacity, so that by June 2021, student achievement, as measured by Domain 1, will increase to 80% or higher.





Evaluation Data Sources: Workshop transcripts, Staff Surveys, Retention numbers, Exit Reports, 2020 STAAR results, EOY Universal Screeners, TELPAS, and Participation (Sign-in Sheets)

Summative Evaluation: None

<p>Strategy 1: Teachers will be provided Professional Development in Guided Reading, Guided Math, Social Emotional needs, Classroom Management, Vocabulary, Revision and editing, and Science to help support the diverse learning needs of the students by fostering non-cognitive traits that improve student achievement and addressing teaching with Poverty in Mind which includes equipping the teachers with hands-on task and strategies that help the students to connect with the learning, as well as rigorous task that integrate technology (Blended Learning).</p> <p>Staff participating in professional development during the summer will share the new research-based learning strategies with staff members on campus during staff meetings, PLC meetings, and special after school sessions. Follow through to the PDs will include but not be limited to classroom observations and model teaching.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all content areas as evidenced by End of unit summative assessments and state STAAR tests for students in grades 3-5.</p> <p>Staff Responsible for Monitoring: All staff CIS Admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 3 - Perceptions 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The CIS will supervise the mentoring program. In that capacity, the CIS will ensure that each first year teacher is provided a mentor.</p> <p>The CIS will meet with mentors and proteges to discuss progress and needs.</p> <p>New teachers will be provided ongoing professional development at the campus level on research based instructional practices.</p> <p>Strategy's Expected Result/Impact: Increase in the number of new teachers wanting to remain at Brookhaven at EOY.</p> <p>Staff Responsible for Monitoring: CIS Admin Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: The campus will provide teachers with opportunities to observe team members teaching using the Pineapple Chart and technology chart system.</p> <p>The CIS and Interventionist will demonstrate research based, high level instructional practices that meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all content areas as measured by Common formative and summative assessments quarterly</p> <p>Staff Responsible for Monitoring: CIS Interventionist Admin All teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: The campus will continue to provide professional development on Restorative Practices. The CIS, admin team, and teacher experts will ensure the implementation of Restorative practices with the focus on relationship building.</p> <p>Teachers struggling in classroom management will receive modeling of the Restorative practices strategies as well as professional development on additional classroom management tools and strategies.</p> <p>Strategy's Expected Result/Impact: Improved instructional delivery that includes high level discourse, questioning, and student work. This will be evident and documented during targeted walkthroughs.</p> <p>Decrease in the number of students sent to the office with minor offenses every quarter.</p> <p>Staff Responsible for Monitoring: CIS Teachers Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Perceptions 2, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: Teachers will participate in PLC learning that will be focused on CFA 2.0 lesson designs and Target/Task alignment such as the GRR Framework, Visible Learners, Next Generation Balanced Literacy, and Guided Math.</p> <p>Teachers will also discuss best practices for instructing and questioning ELL and SPED students, as well as increased hands-on activities for our African American Subgroup.</p> <p>In addition, Grade Review will happen every 4 weeks to identify and address intervention groups and gaps in the learning. In order to facilitate the review of PK-1st grade data, a data collection system will be utilized that will allow for a more effective progress monitoring system.</p> <p>Strategy's Expected Result/Impact: A decrease in the number of students identified as At-Risk,</p> <p>Increased student performance in all content areas as evidenced by End of unit summative assessments fo all grades and state STAAR tests for students in grades 3-5</p> <p>An increase in ELL students receiving Mastery of standards at Level II on the STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Admin CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2, 5</p> <p>Funding Sources: ESGI Data Collection System for PK-1st - 211 - ESEA, Title I Part A - 211.13.6299.OL.125.30.000 - \$3,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: The CIS will work with teachers to continue awareness of the characteristics of gifted and talented students. Time will be made available for cluster teachers to meet and collaborate on lesson planning, share strategies on enriching the curriculum to meet the needs of the gifted learner, and discuss the vertical alignment of the required TPSP project.</p> <p>Each cluster teacher will be required to plan and provide enrichment opportunities for our students daily, The CIS will provide pull out STEM and project-based learning biweekly.</p> <p>Strategy's Expected Result/Impact: An increase in the number of students identified as Gifted and Talented.</p> <p>Staff Responsible for Monitoring: CIS Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 7: The campus leadership team and the trained cadre of teacher leaders will lead campus-based Coaching Walks each nine weeks that will focus on the district problem of practice and essential questions identified in the campus momentum plan which also reflect specific needs of the campus.</p> <p>Strategy's Expected Result/Impact: 1. Students are doing what they were asked to do.</p> <p>2. Students are interacting with the learning target and the learning task in various ways.</p> <p>3. Student work, responses, discourse, questions, and language are at the application level or above in blooms taxonomy.</p> <p>4. The goal and target are derived from the IFD.</p> <p>5. The cognitive levels of the target, task, and student work are aligned to the cognitive level of the standard.</p> <p>All students will achieve a year's growth in all content areas by EOY</p> <p>Staff Responsible for Monitoring: Cadre of teachers Administration team classroom teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 1, 2, 3 - Perceptions 2, 4</p> <p>Funding Sources: Substitute Teachers for campus IR - 211 - ESEA, Title I Part A - 211.11.6116.00.125.30.000 - \$1,300</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: Teachers will be provided an opportunity to plan focusing on CFA 2.0 and 3+1 Essentials for a full day every nine weeks on the district-provided PD days. During this planning, teachers will utilize the TEKS Resource System, the Enhancement documents, and the Gap Considerations and engage in a methodical review of the unit assessments, performance indicators, and development of common lessons and assessments. Teachers will plan for and provide learning experiences for students using hands on activities and real life objects based on review of common formative/summative assessment data.</p> <p>This will help to ensure Teacher Clarity and time to collaborate collectively to identify research-based strategies to implement in the classroom.</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2 - Perceptions 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. Root Cause: Brookhaven has an 82.2% Economically Disadvantaged population. Opportunities for planning and engaging in hands-on, real-world experiences are not consistently taken advantage of across all grade levels and classes.</p>
<p>Problem Statement 3: The percentage of students identified as At Risk is 59% due to Readiness on Benchmark Assessments, and 24.6% due to STAAR failures. Root Cause:</p>

There was a lack of consistency in providing engaging, hands-on, real-world experiences across all grade levels and classes.

Student Learning

Problem Statement 1: The 3rd - 5th grade students scored below the district average on STAAR Reading with 3rd grade at 71%, 4th at 67% and 5th at 81% achieving the Approaches Grade Level standard. **Root Cause:** Students have low academic vocabulary and a lack of endurance. In addition, the teachers lacked a consistent implementation of a strong Balanced Literacy program.

Problem Statement 2: Even though the 5th grade Math STAAR Approaching was 89%, this was a decrease in performance from last year and below the district percentage. **Root Cause:** Students have low academic vocabulary due to the lack of teacher consistency using academic vocabulary during instruction. In addition, the teachers did not consistently use hands-on activities, manipulatives, and task with real-world connections.

Problem Statement 3: The 5th grade STAAR Science decreased from 62% to 47% and is below the district average of 65%. **Root Cause:** The teachers did not consistently implement and perform experiments to connect the learning with the real-world. In addition, a lack of student discourse and academic vocabulary minimized the level of comprehension.

Problem Statement 4: All students have experienced gaps in learning as a result of COVID-19 and the extended school closure. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

Problem Statement 5: The SPED students that scored Approaching Grade Level on STAAR Reading, STAAR Writing and STAAR Science was less than 40%. **Root Cause:** The general education teacher did not consistently differentiate or use hands-on activities to facilitate the connection with the content. In addition, the general education teacher lacks resources and strategies to use because of inconsistent collaboration time with the Special Education teacher.

Problem Statement 6: The percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 60%, and the percentage of ELL students who scored Approaching Grade Level was 43%. **Root Cause:** There was a lack of consistency implementing the systematic approach to teaching revising and editing. Also, there was a lack of additional resources for revision and editing practice.

Problem Statement 7: The percentage of 3rd-5th grade ELL students achieving the Approaches Grade Level standard on STAAR Reading was 71%. **Root Cause:** There was a lack of consistency in the consistency of reading comprehension and collaboration between the ELL teacher and the General Education teacher.

School Processes & Programs

Problem Statement 1: Twenty-one percent of the classroom teachers did not implement Guided Reading with fidelity and consistency throughout the school year. In addition, portions of the Gradual Release of Responsibility was not implemented fully. **Root Cause:** Additional professional development and modeling is needed to deepen the comprehension for full implementation correctly of the Focused and Guided Instruction as well as Guided reading.

Problem Statement 2: Special Programs, Special Education, and General Education teachers do not have a truly dedicated block of time to collaborate and discuss differentiation and instructional strategies needed to be implemented in the lesson design and instruction. **Root Cause:** There is no dedicated block of time for the Special Programs, Special Education, and General Education teachers to collaborate and plan.

Problem Statement 3: Technology is not being integrated consistently to enhance teaching and learning. **Root Cause:** Teachers struggle to purposefully integrate technology standards into their lessons due to a lack of training.

Problem Statement 5: PK-1st grade students do not have a data collection platform that gives timely feedback to target specific skills and intervention groups.

Perceptions

Problem Statement 2: Though the number of discipline referrals were down from 392 to 226, the number of repeat offenders was over 40. **Root Cause:** A deeper toolbox of classroom management strategies is needed to address the various needs of our students. In addition, there was a lack of consistency using the Restorative Practices and existing classroom management plans.

Problem Statement 4: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID-19 and extended period of social distancing. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 1: Through our parent outreach program, weekly communication, Family Nights, Parent grade level meetings, and various other activities designed to equip our parents with the strategies and materials needed to assist students at home, there will be a continual 10% increase in parental involvement over the next two years to reach a minimum of 90% of our parents participating in school organized activities by the end of the 2020-2021 school year.


Evaluation Data Sources: Sign-In sheets from parent involvement activities, Parent Surveys, Volunteer hours, and Adopt-a-Unit data


Summative Evaluation: None


<p>Strategy 1: To promote student achievement, school staff will organize and encourage parents and students to participate in math, reading/writing, family game night, and science nights.</p> <p>These activities will have a strong emphasis on educating parents on ways to help their students with school work at home. The intent is also to increase parental involvement and the opportunity to continue to bridge the home and school relationship.</p> <p>Parents will be given a one time tardy pass for attending after school events. One will be given per family.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all subject areas as evidenced by summative and state assessments.</p> <p>Increased participation as evidenced by sign in sheets, pre and post parent surveys</p> <p>Staff Responsible for Monitoring: campus admin</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: The Parent Program contact will plan activities related to increased community participation as follows: Early Literacy Community Out Reach Program for toddlers/preschool students and parenting classes. The Parent Program contact will also provide classes which promote parenting skills and homework help. Community, district, and campus resources will be researched and consistently utilized to meet the needs of our economically disadvantaged and At-Risk population.</p> <p>This includes the Parent information nights and family activities.</p> <p>Monthly newsletters will be sent home to inform parents of community activities and events. Additionally, the Parent Program contact will be present at all after school events to recruit volunteers and give volunteer information.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all subject areas as evidenced by benchmark, summative and state assessments.</p> <p>Increased participation as evidenced by sign in sheets, pre and post parent survey</p> <p>Staff Responsible for Monitoring: admin team</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4 - Perceptions 1</p> <p>Funding Sources: Practical Parent Education website access - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.OL.125.24.PAR - \$60, Supplies--Parent Involvement Events/Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.125.24.PAR - \$1,770</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Brookhaven staff, teachers, and administration will use agendas, email, Connect-Ed calls, phone calls, newsletters, and parent/teacher conferences to communicate with parents weekly.</p> <p>In addition, grade level team members will include parent communication as part of the team behavior management plan when students are doing well, not just misbehavior.</p> <p>Strategy's Expected Result/Impact: 95% of our parents will communicate satisfaction with the timely communication between that teachers and parents as measured by the EOY parent survey.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: The admin team and the Parent Program contact will continue to encourage parent participation by engaging parents through parent informational sessions. Sessions will include a review and distribution of the Title 1 program, the Parent and Family Engagement Policy and the Home school Compact.</p> <p>Parent information nights will be held throughout the year to equip parents with tools and strategies to use at home to help their child be more successful. This will include technology sessions to train the parents on the programs and platforms. The ELL teacher in collaboration with the parent liaison will contact parents, meet with them, and provide strategies and materials they can use at home to assist their student.</p> <p>Newsletters will be sent home weekly/ biweekly with curriculum content focus for week/month. They will also contain tips and strategies for parents to use at home to help their students be more successful.</p> <p>Strategy's Expected Result/Impact: A marked increase (80%) in the number of parents participating in school activities by EOY</p> <p>Staff Responsible for Monitoring: Parent liaison Admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.1, 3.2</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7 - Perceptions 4</p> <p>Funding Sources: Snacks for parent info nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.125.24.PAR - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: The parent liaison will work with volunteers to ensure that the work they are engaged in is meaningful and will contribute to an increase in student performance.</p> <p>Parent Liaison will conduct Volunteer orientation sessions on a regular basis.</p> <p>Strategy's Expected Result/Impact: There will be an increase in the number of volunteers who rate time spent at Brookhaven as meaningful as documented in the post parent survey.</p> <p>Staff Responsible for Monitoring: Parent Liaison</p> <p>Campus administration</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Perceptions 1, 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: A Parent Advisory Committee will be formed to replace the PTA designed to strengthen the Parental Involvement and support while also increasing community involvement. Active parents will be identified.</p> <p>Strategy's Expected Result/Impact: There will be an increase in parent involvement and volunteers supporting various events and programs.</p> <p>Staff Responsible for Monitoring: Admin Team Parent Liason</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Student Learning 4 - Perceptions 1, 3, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. **Root Cause:** Brookhaven has an 82.2% Economically Disadvantaged population. Opportunities for planning and engaging in hands-on, real-world experiences are not consistently taken advantage of across all grade levels and classes.

Problem Statement 3: The percentage of students identified as At Risk is 59% due to Readiness on Benchmark Assessments, and 24.6% due to STAAR failures. **Root Cause:** There was a lack of consistency in providing engaging, hands-on, real-world experiences across all grade levels and classes.

Student Learning

Problem Statement 1: The 3rd - 5th grade students scored below the district average on STAAR Reading with 3rd grade at 71%, 4th at 67% and 5th at 81% achieving the Approaches Grade Level standard. **Root Cause:** Students have low academic vocabulary and a lack of endurance. In addition, the teachers lacked a consistent implementation of a strong Balanced Literacy program.

Problem Statement 2: Even though the 5th grade Math STAAR Approaching was 89%, this was a decrease in performance from last year and below the district percentage. **Root Cause:** Students have low academic vocabulary due to the lack of teacher consistency using academic vocabulary during instruction. In addition, the teachers did not consistently use hands-on activities, manipulatives, and task with real-world connections.

Problem Statement 3: The 5th grade STAAR Science decreased from 62% to 47% and is below the district average of 65%. **Root Cause:** The teachers did not consistently implement and perform experiments to connect the learning with the real-world. In addition, a lack of student discourse and academic vocabulary minimized the level of comprehension.

Problem Statement 4: All students have experienced gaps in learning as a result of COVID-19 and the extended school closure. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

Problem Statement 5: The SPED students that scored Approaching Grade Level on STAAR Reading, STAAR Writing and STAAR Science was less than 40%. **Root Cause:** The general education teacher did not consistently differentiate or use hands-on activities to facilitate the connection with the content. In addition, the general education teacher lacks resources and strategies to use because of inconsistent collaboration time with the Special Education teacher.

Problem Statement 6: The percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 60%, and the percentage of ELL students who scored Approaching Grade Level was 43%. **Root Cause:** There was a lack of consistency implementing the systematic approach to teaching revising and editing. Also, there was a lack of additional resources for revision and editing practice.

Problem Statement 7: The percentage of 3rd-5th grade ELL students achieving the Approaches Grade Level standard on STAAR Reading was 71%. **Root Cause:** There was a lack of consistency in the consistency of reading comprehension and collaboration between the ELL teacher and the General Education teacher.

Perceptions

Problem Statement 1: While the number of parent volunteers remained at 64, it was not consistent and not sustainable for the upper grades. **Root Cause:** There is no systematic approach to recruiting and retaining volunteers.

Problem Statement 3: The dispersion of volunteers is not equitable and is disproportionate for some grade levels. **Root Cause:** There are not enough volunteers to disperse among the grade levels. In addition, we need to increase our efforts in acquiring more volunteers.

Problem Statement 4: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID-19 and extended period of social distancing. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 1: By June 2021, the percentage of discipline referrals received by students will decrease by 5% when compared to previous year's data. In addition, attendance will improve by 2%. Brookhaven will continue to promote a healthy, secure and orderly environment for students, staff, families, and the community.

Evaluation Data Sources: Increase in the number of students being recognized monthly during Bronco of the month celebrations, Surveys (parents, students, and staff), Safety Drill records, and a decrease in the number of student conduct referrals. Attendance reports will be used to track attendance.





Summative Evaluation: None

<p>Strategy 1: The Counselors at Brookhaven will recognize those students who exemplify character traits of the month (Bronco of the Month). Their names will be displayed on a wall in the hallway.</p> <p>Staff members will continue to recognize all students for academic performance, grades, behavior and attendance through incentives such as (but not limited to) block parties, Attend-Dances, Movie Night, and recognition through Awards Ceremonies. This includes continuing our NBA (Never Been Absent) All-Star program designed to increase student attendance. The students will receive a basketball, a medal or a shirt at the end of each nine weeks along with a certificate if the criteria has been met.</p> <p>In addition, we will implement a cafeteria reward incentive program to improve cafeteria behavior.</p> <p>Strategy's Expected Result/Impact: Increased number of students nominated to participate in Bronco of the month as evidenced by the sign-in sheets</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 4 - Perceptions 2, 4</p> <p>Funding Sources: Pencils and Instructional related items for incentives - 211 - ESEA, Title I Part A - 211.11.6498.00.125.30.000 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: The staff at Brookhaven will monitor the Bully Reporter program.</p> <p>Parents, students, and staff will be given information on the system and how to use it responsibly and appropriately . The counselors will provide guidance lessons on character building traits with students being recognized once a month as Bronco of the Month for displaying a specific trait. In addition, morning meetings/sparks will be held daily to build relationships.</p> <p>Strategy's Expected Result/Impact:</p> <p>A decrease in the number of students being bullied or bullying others as verified by the number of bully cases.</p> <p>An increase in the number of students being good, positive role models.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p> <p>Problem Statements: Perceptions 2, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: The campus will provide incentives for students who have made a difference at Brookhaven through: exemplary academic work, volunteerism, helped others etc.. will include but not be limited to:</p> <ol style="list-style-type: none"> 1. Mention in the morning announcements 2. Name on the wall outside the library 3. Free time on the computer 4. Opportunity to volunteer as a reading buddy in the lower grade levels 5. Participation in pride time (Fridays) 6. Tangible rewards in the library <p>In addition, students not receiving a disciplinary referral will earn an incentive reward such as an extra recess, game day/game truck, dance, and name posted on the Discipline Wall of Fame each nine weeks.</p> <p>Strategy's Expected Result/Impact:</p> <p>Decreased number of office referrals and office visits.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.2</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4 - Perceptions 2, 4</p> <p>Funding Sources: Instructional related items for incentives - 211 - ESEA, Title I Part A - 211.11.6498.00.125.30.000 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: The administration team will continue to systematically recognize and reward individuals and teams for contributions toward campus goals. Incentives used will continue to be:</p> <ol style="list-style-type: none"> 1. Jean day 2. Gift of time 3. Positive notes 4. Mention in the principal's weekly staff email 5. recognition on the Bright wall <p>Strategy's Expected Result/Impact: Documented increase in teacher satisfaction rate on the pre and post surveys.</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: The counselors will support new/and returning teachers by providing professional development on Restorative Practices and Social/Emotional Learning.</p> <p>To further work with teachers on this, counselors will provide guidance to students exhibiting difficulties in academics and behavior especially in the area of conduct towards others. Guidance sessions will be provided for students and parents regarding Early Mental Health and Suicide Prevention, too. This will be a part of the Social Emotional Learning that will benefit both the students and the staff.</p> <p>Additionally, we will reorganize and review de-escalation techniques and restraints with CPI (Non-violent Crisis Prevention) trained staff on a monthly basis with increased fidelity.</p> <p>Strategy's Expected Result/Impact: A decrease in the number of students referred to the office for discipline.</p> <p>A decrease in the number of students assigned to DAEP from 4 to 2 by EOY.</p> <p>Staff Responsible for Monitoring: Counselors All staff</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Student Learning 4 - Perceptions 2, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: Each grade level will develop a discipline management plan/ norms, consistent with Restorative Practices that will work for the team.</p> <p>The management plan/norms will include contact with parents weekly to discuss student progress in identified areas of need.</p> <p>Each grade level will also document positive contact with parents weekly.</p> <p>Strategy's Expected Result/Impact: A decrease in the number of students referred to the office for discipline.</p> <p>A documented increase in parent teacher communication.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.5, 3.2</p> <p>Problem Statements: Student Learning 4 - Perceptions 2, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: To encourage and improve attendance, the NBA (Never Been Absent) program will be implemented and students with perfect attendance will be given:</p> <ol style="list-style-type: none"> 1. Certificates during the semester award ceremonies. 2. Honorary mention in morning announcements every 4.5 weeks. 3. Tangible rewards for students with perfect attendance for the year. 4. A basketball, medal or shirt each semester for perfect attendance. 5. Name added to the NBA wall each nine weeks. <p>Strategy's Expected Result/Impact: Improve student attendance rate from 93% to 98% by EOY</p> <p>Staff Responsible for Monitoring: Classroom teachers Admin staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 8: Students will meet the state's required time in PE.</p> <p>Students will also participate in Hoops for Hearts, fitness gram, and the after school fitness club.</p> <p>Strategy's Expected Result/Impact: Fitness gram will document an increase in student wellness.</p> <p>There will be an increase in the number of students participating in the after school fitness club.</p> <p>Staff Responsible for Monitoring: PE teachers All staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Committees will be established (SBDM, CEAC, CCC, Hospitality, PAC, etc...) for all staff members to participate in and communicate the needs of the campus (budget, employee advocacy, campus conduct and morale) as well as parents and the community with regards to SBDM.</p> <p>Additionally, Pastries/Pizza with the Principal will continue--one for each nine weeks--to offer parents an opportunity to offer ideas and suggestions, receive information and strategies, and share. This is in conjunction with the Parent Advisory Committee (PAC) to give the parents a voice.</p> <p>Strategy's Expected Result/Impact: Documented growth in parent satisfaction as evidenced on the Parent Surveys.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In 19-20, the attendance rate (94.43%) was comparative with last year which is lower than the district average rate predominately in the lower grade levels--(EE 88.73%, PK 92.42%, and Kinder 93.54%). Root Cause: There was no consistency with implementing the incentives for attendance to motivate those in the lower grades.</p>
<p>Problem Statement 2: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. Root Cause: Brookhaven has an 82.2% Economically Disadvantaged population. Opportunities for planning and engaging in hands-on, real-world experiences are not consistently taken advantage of across all grade levels and classes.</p>
<p>Problem Statement 3: The percentage of students identified as At Risk is 59% due to Readiness on Benchmark Assessments, and 24.6% due to STAAR failures. Root Cause: There was a lack of consistency in providing engaging, hands-on, real-world experiences across all grade levels and classes.</p>
Student Learning
<p>Problem Statement 4: All students have experienced gaps in learning as a result of COVID-19 and the extended school closure. Root Cause: The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.</p>
Perceptions
<p>Problem Statement 2: Though the number of discipline referrals were down from 392 to 226, the number of repeat offenders was over 40. Root Cause: A deeper toolbox of classroom management strategies is needed to address the various needs of our students. In addition, there was a lack of consistency using the Restorative Practices and existing</p>

classroom management plans.

Problem Statement 4: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID-19 and extended period of social distancing. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.





Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 1: Throughout the 2020-2021 school year, Brookhaven will increase student learning and instructional management by empowering teachers at Brookhaven with strategies on implementing and embedding the use of technology that will increase their use of technology in the classrooms by 75%.

Evaluation Data Sources: Pre-and Post Technology Usage Surveys administered by the Campus Technologist, Increased integration of technology in the classroom as evidenced by teacher walkthroughs, lesson plans, and TTESS, and Pre and post parent surveys

Summative Evaluation: None

<p>Strategy 1: The campus will continue to increase the use of technology to engage students and improve academic performance in reading, math, science, and writing through interactive programs that allow for targeted support and progress monitoring as well as through Blended Learning. Staff development will be provided during PLC and after-school sessions on how to effectively use the technology and ways to integrate the technology with the curriculum through Blended Learning Strategies, collaborative learning efforts, and independent learning.</p> <p>We will also implement a "Technology Geeks" chart for teachers to sign-up to observe "guru" teachers using technology during instruction.</p> <p>Strategy's Expected Result/Impact: Increased student engagement as observed during walk-throughs.</p> <p>Staff Responsible for Monitoring: Campus Tech Admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4 - School Processes & Programs 3, 4</p> <p>Funding Sources: Technology to enhance collaborative learning product-based task - 166 - State Comp Ed - 166.11.6398.00.125.30.AR0 - \$2,899, Technology for curriculum enhancement through Blended Learning and extended practice - 211 - ESEA, Title I Part A - 211.11.6398.00.125.30.000 - \$29,742.79, iPad cases to protect new technology purchases - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$2,100</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: The Campus Tech and teacher leaders will provide ongoing professional development at the campus level to integrate technology with classroom instruction, and continue to provide training for staff on engaging students using technology to include how to use the various devices and the different programs/platforms.</p> <p>Strategy's Expected Result/Impact:</p> <p>Documented growth in student engagement at EOY as evidenced by the EOY Survey.</p> <p>Documented growth in use of technology on the pre and post technology use survey.</p> <p>Staff Responsible for Monitoring: Teachers Campus Tech</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4 - School Processes & Programs 3, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Students will utilize web-based science, math, writing, and reading instruction sites to improve engagement, comprehension and concept visualization during focused instruction. The sites are Nearpod, Stem Scopes, Starfall, Accelerated Reading/MyOn, and SeeSaw.</p> <p>Strategy's Expected Result/Impact:</p> <p>90% mastery on the STAAR test at EOY for students in 5th grade and a 10% increase on the 3rd and 4th grade STAAR test.</p> <p>Online usage reports would reflect consistent usage. All students will document proficiency based on weekly quizzes, end of unit assessments, and student work samples.</p> <p>Staff Responsible for Monitoring: CIS Science lab teacher classroom teachers Campus Tech</p> <p>Title I Schoolwide Elements: 2.5, 3.2</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4 - School Processes & Programs 3, 4</p> <p>Funding Sources: Interactive Learning/Online - 211 - ESEA, Title I Part A - 211.11.6299.OL.125.30.000 - \$12,081.21, Interactive Learning/Online - 166 - State Comp Ed - 166.11.6299.OL.125.30.AR0 - \$3,582.19</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. Root Cause: Brookhaven has an 82.2% Economically Disadvantaged population. Opportunities for planning and engaging in hands-on, real-world experiences are not consistently taken</p>

advantage of across all grade levels and classes.

Problem Statement 3: The percentage of students identified as At Risk is 59% due to Readiness on Benchmark Assessments, and 24.6% due to STAAR failures. **Root Cause:** There was a lack of consistency in providing engaging, hands-on, real-world experiences across all grade levels and classes.

Student Learning

Problem Statement 4: All students have experienced gaps in learning as a result of COVID-19 and the extended school closure. **Root Cause:** The COVID-19 Pandemic resulted in a loss of 51 school days in KISD.

School Processes & Programs

Problem Statement 3: Technology is not being integrated consistently to enhance teaching and learning. **Root Cause:** Teachers struggle to purposefully integrate technology standards into their lessons due to a lack of training.

Problem Statement 4: Loss of outdated technology has reduced the technology to student ratio to 1:5. As a result, fewer students are able to access online interventions at any given time. **Root Cause:** The technology available cannot support the updated program system requirements.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	An intervention time will be blocked out for each grade level called Bronco Time. Additional staff will push in to classrooms to offer assistance to struggling students in the areas of math, reading, writing, and science. 3.5 Instructional Aides funded by State Comp Ed and Title 1 funds will also work with students in small group to help close achievement gaps.
1	1	2	Teachers (SPED, Regular, Dyslexic, and ESL) and Interventionist will collaboratively review assessment data and student achievement bi-weekly to identify specific student needs and use/identify research-based strategies to implement in the learning process for individual students in the content areas. A monthly meeting will be held with the Administration team, SPED teachers, Interventionist, and the Regular Ed teachers to review student growth and student services.
1	2	1	Teachers will utilize Next Generation Balanced Literacy within the GRR Framework daily and consistently with fidelity starting at the beginning of the year. This includes Guided Reading using a GRR reading lesson, derived from the CFA 2.0 design process being taught daily in grades K-5 to reach the needs of all student populations. Guided reading will be more skills-based in the intermediate grades.
1	2	2	Professional Development for teachers will be done throughout the year for Next Generation Balanced Literacy,, LLI, Fountas & Pinnell Guided Reading and Phonics kits, vocabulary and effective strategies in stations in conjunction with the GRR Framework in order to address anticipated gaps in reading due to COVID-19 school closures. This will include modeling, hands-on activities, and make and take resources for immediate implementation in the classrooms.
1	2	3	Teachers will utilize the Comprehension at the Core Toolkit in the lesson plan at least once a week using non-fiction text. This will increase the academic achievement status of students meeting grade level standard in reading through the exposure to non-fiction text while increasing metacognitive thinking and student discourse.
1	2	6	Interventionists will collaborate with classroom teachers to ensure teacher clarity, review student assessments, identify teaching strategies to improve student achievement in reading, model Next Generation Balanced Literacy and plan collaboratively with the grade level teams to ensure all components of Balanced Literacy are implemented. Additional Targeted Support will be provided to all students including African American, students of Two or more races, and SPED students by the Interventionist in conjunction with the classroom teachers in order to increase the academic achievement status of students meeting grade level standard in reading.
1	3	1	Science will be taught every day in every grade level. The instruction will include a minimum of 1 hands-on science experiment based on grade level TEKS each week. It will be supported by small group instruction (Guided Science groups), vocabulary development and written responses of understanding using additional resources such as Science Weekly to further enhance comprehension for all students, but especially ESL, SPED, and the African American subgroup. A Science Interactive Vocabulary Word Wall will also be created for 3rd-5th grade as an additional support for vocabulary development.

Goal	Objective	Strategy	Description
1	4	4	Teachers will spiral revising and editing practice will be spiraled daily through morning work, warm-ups, and through purchased supplies such as Kamico, and Lone Star practice test. In addition, authentic reading passages will also be used (retyped with specific, purposeful errors embedded within in them). This will begin In October. Interactive notebooks/journals will be used in every classroom to facilitate spiraling and for writing integration across content areas. Additional Targeted Support will be provided by the teacher, interventionist and instructional aides pushing in during Bronco Time (interventions) to all students including the African American and SPED student populations to increase the academic achievement status of students meeting grade level standard in Writing.
1	5	4	Additional Targeted Support will be provided to All Students including African American, students of Two or More Races, and SPED students in order to increase the academic achievement status of students meeting grade level standard in math by incorporating hands-on activities and the use of manipulatives in the lesson design to offer a visual for students to make a deeper connection.

State Compensatory

Personnel for Brookhaven Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Billingsley, Pamela	Aide PCN 21364	Interventions 1st and 2nd	0.5
Davidson, Henry	Aide PCN 19316	Interventions 2nd & 3rd	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The CNA for Brookhaven was a collaborative effort. Information was collected from the Staff, students, parents, and the community through various sources--MAP data, the previous year's STAAR data, surveys, observations, committee meetings, etc... The SBDM committee made notes and suggestions throughout the year during meetings and the quarterly reviews on ways to improve the campus. Information was also captured from parents at the end of each nine weeks through our Patriy with the Principal and Pizza with the Principal meetings. All members of the administration team were tasked to collect specific data and analyze. During th EOY Leadership meeting, a list of strengths were constructed and then a list of weaknesses. From the list of strengths, we identified things that needed to continue. From the list of weaknesses, we discussed ideas, programs, initiatives and incentives that could be implemented to address each area of weakness. Then we prioritized the list identifying which things would yield the greatest benefits.

Next, a section of the CNA was given to each Assistant Principal, the CIS and myself. The CIS worked on entering the data for Student Achievement. One AP was given Perceptions as this was an area that was a part of her responsibilities. The other AP was given Processes and Programs as this was an area of strength for him. I (the principal) took the Demographics section. We reconvened several times to review the data entry. Afterwards, I reviewed each section and ensured all of the information was correct, added information that was missing, and fixed errors. In addition, I added the Problem Statements and Root Causes that needed to be addressed based on our list and additional information.

The final plan was emailed and reviewed by all and will be reviewed in detail with the staff and parents in August.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All staff (through SBDM, PLC, and staff meeting), parents (through surveys, SBDM, Pastries/Pizza with the Principal, and Parent Involvement Nights), students, and the community (through SBDM) contributed to the information in the Campus Improvement Plan. The administration team (Principal, AP's, CIS, Campus Tech, Counselor's, and Librarian) all worked on the plan initially thorough the collection of data from all the stakeholders and discussion in our Leadership meeting. During the Leadership meeting we created a list of strengths and areas of weakness. We collaborated and listed various programs, iniatives, incentives, etc... to address the areas of weakness. Then we prioritized the list to identify which would yield the greatest benefit for the campus, students. and community.

From there, the four Multiple Measures were split amongst the two AP's, the CIS and myself (the principal). The CIS worked on entering the data for Student Achievement. One AP was given Perceptions as this was an area that was a part of her responsibilities. The other AP was given Processes and Programs as this was an area of strength for him. I (the principal) took the Demographics section. We reconvened several times to review the data entry. Afterwards, I reviewed each section and ensured all of the information was correct, added information that was missing, clarified information and fixed errors. In addition, I added the Problem Statements and Root Causes that needed to be addressed based on our list and additional information.

The final plan was emailed and reviewed by all and will be reviewed in detail with the staff and parents in August.

2.2: Regular monitoring and revision

Regular monitoring will be done throughout the year through walk-through documentation, instructional rounds data, PLC, SBDM quarterly reviews, Parent Pastries/Pizza with the Principal Meetings, Parental Involvement events, and campus committee meetings. In addition, all formative and summative unit assessments (CUA's) will be scanned through the Lexmark to collect data in Eduphoria, MAP assessment data, RtI meetings on student progress, SPED monthly meetings, and grades will offer other modes of monitoring.

The strategies will be revised through our SBDM committee with input from staff through PLC and staff meetings, as well as assessment data and RtI review. This will be done during the quarterly reviews unless something needs to be addressed sooner. In that case, it will be done during a regular SBDM meeting. Monitoring will involve all stakeholders.

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

The CIP will be posted on our campus website for easy access to all. The link will also be posted on our Facebook page, as well as information on how to acquire a printed copy. In addition, a parent meeting will be held at the beginning of the school year to review the CIP collectively and a printed copy will be made available (as requested) at each subsequent parent meeting or after school event.

If a copy is needed in their language, we will first offer translation by one of our staff members, while the district is contacted for resources to translate the document for the parents and languages able to be translated. Every effort will be made to accommodate the request to ensure the parent has access to the information in a manner they are able to comprehend.

2.4: Opportunities for all children to meet State standards

See CIP strategies tagged with Element 2.4.

2.5: Increased learning time and well-rounded education

See CIP strategies tagged with Element 2.5.

2.6: Address needs of all students, particularly at-risk

See CIP strategies tagged with Element 2.6.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed collaboratively through a committee of staff members, administration, and parents at the end of the school year. The rough draft was then presented during an SBDM meeting. Everyone received a copy of the Policy to review independently first. Then they were put into teams to discuss and address their concerns and suggestions. Afterwards, each person signed and dated their copy and they were all collected and discussed collectively. A consensus was made on what should be included in the policy, what should be removed, and what needed to be added to the policy. The information policy was then revised to reflect the information from the meeting and labeled with the revision date. This process was repeated in the 2nd semester to make updates based on new laws from the state.

The Parent and Family Engagement Policy will be reviewed again at the beginning of the school year during an Annual Parent and Family Engagement meeting and distributed. They were made available this year during our beginning of the year Parent Meetings, the Parent Involvement events, and during Parent/Teacher conferences. It will be added to our campus website, as well as a link on our Facebook page this year.

If the policy is needed in another language, we will first offer to have someone sit and translate the information for them. We will also seek assistance from the district on available resources to have the document translated in the appropriate language for the parents.

3.2: Offer flexible number of parent involvement meetings

In an effort to maximize attendance, we offer most of the events in the evening after work hours. However, since this does not accommodate all, we attempt to have some events first thing in the morning. Based on parental feedback, we pushed back the initial start time for the after school programs and extended the length of time for some events. In addition, this year we continued using "GoMeeting" as a tool to record the parent information meetings. This would allow us to post the video of the meeting to our Facebook page or send out to specific grade level groups via email, SeeSaw, and/or Class Dojo. (Unfortunately, this was not done consistently.) This would be used sparingly though as we would prefer the parents be in attendance to ensure clarity of the information and to be able to address any questions or concerns. Parental feedback is crucial. We also offer "tardy passes" as an incentive for attending the events/programs.

The PTA was also another avenue we used as a platform for our Parent's voices to be heard.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diaz Rubert, Franchescka	Aide PCN 21373	Interventions 1st-3rd	1.0
Dubois, Angela	Teacher PCN 21320	Kinder-2nd Interventionist	1.0

Campus Funding Summary

166 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Aide Salary & Estimated Benefits	166.11.6129.00.125.30.AR0	\$34,058.00
1	1	6	Field-based Experiences	166.11.6494.00.125.30.AR0	\$8,200.00
1	1	6	Real- World and Hands-On Experiences	166.11.6299.00.125.30.AR0	\$1,600.00
1	2	1	Guided Reading Materials	166.11.6399.00.125.30.AR0	\$1,000.00
1	2	1	Guided Reading Books/Materials--small group	166.11.6329.00.125.30.AR0	\$1,000.00
1	2	2	PD on Guided Reading and small group instruction	166.13.6299.00.125.30.AR0	\$900.00
1	2	2	Instructional Materials to implement PD learning	166.11.6399.00.125.30.AR0	\$3,615.81
1	2	2	PD on Guided Reading and Small Group Instruction	166.13.6239.00.125.30.AR0	\$900.00
1	3	1	Instructional materials to support hands-on science instruction and content area vocabulary.	166.11.6399.00.125.30.AR0	\$3,000.00
1	4	2	Supplemental materials for Empowering Writers	166.11.6399.00.125.30.AR0	\$3,000.00
1	5	1	PD on Guided Math and small group instruction	166.13.6299.00.125.30.AR0	\$1,600.00
1	5	1	Instructional Materials to support Guided Math	166.11.6399.00.125.30.AR0	\$3,000.00
5	1	1	Technology to enhance collaborative learning product-based task	166.11.6398.00.125.30.AR0	\$2,899.00
5	1	3	Interactive Learning/Online	166.11.6299.OL.125.30.AR0	\$3,582.19
Sub-Total					\$68,355.00
Budgeted Fund Source Amount					\$68,355.00
+/- Difference					\$0.00
165/ES0 - ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Supplies for hands-on, visual aide, and small group instruction	165.11.6399.00.125.25.ES0	\$2,499.00
Sub-Total					\$2,499.00
Budgeted Fund Source Amount					\$2,499.00
+/- Difference					\$0.00

177 - Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Supplies for GT Enrichment	177.11.6399.00.125.21.000	\$1,233.26
1	1	4	Field Trip for GT	177.11.6412.00.125.21.000	\$600.00
Sub-Total					\$1,833.26
Budgeted Fund Source Amount					\$1,833.26
+/- Difference					\$0.00
211 - ESEA, Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Aide Salary & Estimated Benefits	211.11.6129.00.125.30.000	\$23,155.61
1	1	5	Temp employees for intervention time	211.11.6125.CA.125.30.000	\$13,000.00
1	2	5	Reading Support--Accelerated Reader	211.11.6299.OL.125.30.000	\$5,000.00
1	2	6	Reading Coach/Interventionist salary & estimated benefits	211.11.6119.00.125.30.000	\$135,720.39
1	3	4	Science project supplies	211.11.6399.00.125.30.000	\$650.00
2	1	5	ESGI Data Collection System for PK-1st	211.13.6299.OL.125.30.000	\$3,200.00
2	1	7	Substitute Teachers for campus IR	211.11.6116.00.125.30.000	\$1,300.00
4	1	1	Pencils and Instructional related items for incentives	211.11.6498.00.125.30.000	\$500.00
4	1	3	Instructional related items for incentives	211.11.6498.00.125.30.000	\$500.00
5	1	1	Technology for curriculum enhancement through Blended Learning and extended practice	211.11.6398.00.125.30.000	\$29,742.79
5	1	1	iPad cases to protect new technology purchases	211.11.6399.00.125.30.000	\$2,100.00
5	1	3	Interactive Learning/Online	211.11.6299.OL.125.30.000	\$12,081.21
Sub-Total					\$226,950.00
Budgeted Fund Source Amount					\$226,950.00
+/- Difference					\$0.00
211/PAR - ESEA, Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Practical Parent Education website access	211.61.6299.OL.125.24.PAR	\$60.00
3	1	2	Supplies--Parent Involvement Events/Nights	211.61.6399.00.125.24.PAR	\$1,770.00
3	1	4	Snacks for parent info nights	211.61.6499.00.125.24.PAR	\$1,000.00
Sub-Total					\$2,830.00

211/PAR - ESEA, Title I Parent Involvement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$2,830.00
+/- Difference					\$0.00

263 - ESEA, Title III Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reading Material for ESL Parents	263.61.6329.LE.125.25.000	\$850.00
Sub-Total					\$850.00
Budgeted Fund Source Amount					\$850.00
+/- Difference					\$0.00
Grand Total					\$303,317.26

Addendums