

**Waco Independent School District
Brook Avenue Elementary School
2023-2024 Improvement Plan**



Mission Statement

Brook Avenue's mission is to educate all students to the highest levels of academic achievement , to enable them to reach and expand beyond their potential, and to prepare them to become productive, responsible, and ethical members of society. We take responsibility for continual improvement and innovation to prepare ourselves and our students for the 21st century.

Vision

Brook Avenue Elementary is committed to student success. We will be respectful, responsible, safe, and prepared for children today as we assist them in developing their own tomorrow. To that end, we must strive for continual improvement and innovation for ourselves and our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2022-2023 school year, Brook Avenue has 365 students enrolled. Over 90% of those students are economically disadvantaged, 97 are LEP, and 31 are Special Education. 159 students are African American, 185 are Hispanic, 10 are 2 or more races, and 11 students are white and 35 of our students are labeled homeless. 166 students out of our total student population are female and 199 are male. Our students come from neighborhood houses, subsidized housing complexes, Barron's Branch, and The Villages apartments. Our campus staff consists of 3 males and 54 females. Our staff ethnicity/ race breakdown is 20 Hispanic, 27 White, and 10 African American. Out of 57 staff members at least 21 of them speak Spanish. We have 25 certified classroom teachers. Our school has an average ratio of 18 students to 1 teacher.

Demographics Strengths

At Brook Avenue we have a lower student to teacher ratio compared to the state norm. We are fortunate to have a large support staff that make a positive impact on our student learning. We also have 1/3 of our staff who are Spanish speaking and can communicate and/or translate with both our students and parents. We offer a 2 Way Dual Language Program that allows P/K, K students to learn in both English and Spanish.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our staff does not represent our student population **Root Cause:** We have a limited number of applicants that represent our population.

Student Achievement

Student Achievement Summary

In the content areas we have grown in, 5th grade science scores have improved each TCA, Math (both Interim and MAPS) showed higher growth and more classes were on grade-level targets. The campus MAPS Reading Data shows that most classes are on average 1 year behind compared to 2020 Student Achievement Norms, Campus-Wide math data is higher than reading, 70% campus-wide is high risk based on Lexia data. Some intervention and strategies we are suggesting for next year are: PD over Tier 2 Instruction, how to set up class room, how to create groups, how to use data binder and use campus wide instructional strategies. (ex. beads)

We need to start the year by using MAPS data and Lexia to determine skills needed to target for intervention, PD for teachers on how to determine pacing and targeted skills. PD on how to merge Depth and Complexity with content. Keeping the kids that were identified as Tier 3 students and provided supports are priority at the beginning of 23-24 school year, determine how kids will be grouped for in-class intervention and pull out intervention, and determine how data will be tracked for students (both assessment data and intervention data). We need to specify what the roles of Math and Reading SIT Teachers are to fill gaps but do not replace classroom intervention. PD on implementing pre-assessment and using with fidelity, bring in 3rd rotation to specials and provide time for students to get Lexia units and typing practice for short-constructed responses, and making sure teaching strategies and resources are aligned with STR. Lastly, we need to find a writing curriculum specifically for Kinder. We also came to the conclusion that staff attendance does not interfere with academics.

Student Achievement Strengths

According to data, including MAPS, Interim and TCAs, science and math are where we are seeing the most student growth. We also determined that staff attendance is not effecting academics.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Behavior and more PD on how to look at data, understand the TEKs and how to apply it to Tier 1 and Tier 2 instruction. **Root Cause:** Lack of explicit training and modeling on, interpreting and using data, and resources to plan for Tier 1 and Tier 2 instruction.

School Culture and Climate

School Culture and Climate Summary

Currently, we are in the process of implementing restorative practice, but are still struggling with de-escalation and building relationships between teachers and students. Students have expressed that behavior in the classroom is effecting their learning. Based on the ESF Diagnostic Report teachers stated that they would like leadership to be more visible and are not sure how they are working towards goals. Communication is lacking and there is a lack of coaching and support for instruction. PD is surface level and we are not diving deeper into finding active solutions to problems, especially concerning student achievement and campus culture. Data shows that we have the highest disciplinary incidents (fast forms) in second grade with 312 for the year and 1st grade has 211. By race we have our African-American population with the most at 672. First-grade has high attendance but high behavior incidents which are affecting academic achievement. Second grade has high behavior incidents but we know it is mainly 3 kids and academic data is not directly affected.

School Culture and Climate Strengths

Some strengths of our school culture and climate are team camaraderie, increased buy in on restorative practice, and more opportunities for teachers to give input through campus initiatives.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Discipline is affecting academics throughout the school and teachers are not understanding that classroom management, restorative practice and discipline all need to be aligned and are equally important. Teachers and staff have felt a lack of communication and expectations campus wide from leadership. **Root Cause:** Communication and expectations of campus wide discipline initiatives began after the school year had started. The PD wasn't clear on how restorative practices and discipline were connected. Therefore teachers were unsure and frustrated about how to implement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 23-24 school year, our campus will experience a slightly different year as we will be losing 38% of our teachers. New teachers will attend a week-long training with AUSL and Transformation Waco. New teachers also will attend 3 days of new staff training with Waco ISD. New teachers are provided a mentor for the year and meet once a month with the campus Mentor Coordinator. AUSL conducts walkthrough observations every other month and provides once a month half day training for new teachers.

Staff Quality, Recruitment, and Retention Strengths

Students are strategically assigned to teachers based on their data and behavioral needs. Teachers are a part of the decision making of creating class lists for the next school year. The Reading SIT teacher participates in Reading Recovery weekly training. Data reflects that if teachers are successful in their Tier 1 instruction they will be able to meet or surpass the 42% goal. In Math, 5 out of the 6 grade levels met the 42% goal.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: While District provides professional development for Sub-populations (i.e. Special Education, Dyslexia, English Language Learners) teachers feel more PD needs to be conducted at the campus level in order for teachers to provide effective instruction and documentation. **Root Cause:** As a campus we have taken a broader approach by focusing on quality Tier 1 instructions .

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data Driven Meetings for grades 1-5 are in the beginning stages of being implemented to allow teachers to determine instruction and assessment decisions to help improve academic achievement. However, no process for following up on reteaching of these TEKS is in place. Reteaching of TEKS is assumed to be done. Kinder utilizes MAP data and PreK utilizes Circle Monitoring to determine lower performing TEKS/ Skills and determine a plan of action for reteach during small group instruction. Assessments are districts created with limited ways to track campus identified low performing TEKS. Teacher/student conferences are held to set goals for students. Fountas and Pinnell is used as resources for Reading. For K-2 HMH is the curriculum followed for phonics. Envision Math is the main instructional material for Math. Stemscores is the main instructional material for Science. All instructional materials are up to date and additional instructional materials are available at teacher's discretion. MAP growth for both Reading and Math, district created TCAs, and Reading, CLI Circle Monitoring and TX-KEA, and unit assessments at teacher's discretion. Assessments results are used to tailor small group instruction and identify TEKS to focus on for after school tutoring. We are a one to one campus when it comes to technology but learning apps are used as busy tasks rather than a learning tool to display academic gains and creative abilities. Curriculum is district regulated, but instruction is tailored by the teachers to deliver to their students based on their needs and learning styles. Depth and Complexity has been implemented this year to enhanced critical thinking to challenge students. Teacher's differentiation is tailored to instruction based on their student's needs.

Curriculum, Instruction, and Assessment Strengths

Implementing the HMH Phonics phonics program has been a great asset this school year. Teachers have expanded their knowledge using the STR to enhance their abilities to deliver phonics instruction with HMH Phonics assistance. From leadership observations students have shown higher levels of engagement during phonics instruction. Having a universal screen, like MAP or CLI/TX-KEA for the BOY, MOY, and EOY for PreK-5 helps drive instruction in the classroom.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: At Brook we have too many resources which are left to teacher discretion causing confusion on what to use when teaching reading, writing, math , and science. **Root Cause:** There is no consistency in which curriculum we follow at Brook Avenue for math, reading, writing, and science. Teachers also lack the understanding and do not have the experience or training needed to navigate all the resources we have available which leads to teachers being overwhelmed, not prepared and even a decline in academic performance.

Parent and Community Engagement

Parent and Community Engagement Summary

Brook Avenue has provided a few opportunities that allow parents to be involved in activities that support their child's learning. We do have some opportunities available for our families and community members to be involved in campus decision making. Brook Avenue has the resources and personnel available to provide dual language services for our parents. Parent Square has been a great addition this school year because it will translate to the parent's language preference automatically. Transformation Waco has wrap around services that are accessible to our families and include services such as, Telehealth and counseling. Teacher/Parent conferences can be held at the teacher's discretion but are not required at Brook Avenue. Parents have access to TEAMS electronically and we send progress reports and report cards home every 3rd & 6th week of the grading period. This year we added an After School Academy (ASA) where parents are invited to attend semester showcases. A concern for our campus is that the attendance percentage is lower than our goal. Our goal was 94.62 and our end of year was 93.57. Although we increased from last school year and are higher than 11/21 Waco ISD campuses, this is still a concern for our campus.

Parent and Community Engagement Strengths

At Brook Avenue, Parent Square has allowed the campus to have a line of open communication with parents. Making any campus news accessible to families in real time. This can include important dates and events that is also sent in dual language for our Spanish speaking families. Our CDMC committee includes a parent represented to add input to the campus decision making process.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need for more parent engagement to positively impact student attendance. **Root Cause:** More intentional communication among educators and our families to help understand the impact of parent involvement and attendance is needed.

School Context and Organization

School Context and Organization Summary

In 2022-2023, Brook Avenue provided more opportunities for teacher and staff input and involvement campus-wide. We implemented grade level chairs who meet monthly, committees for all staff, and continued CDMC. There has also been organizational improvement with our wrap around services. The continuance of CIS and a Family Engagement Specialist, and the addition of an LCSW and After School Programming have all contributed to removing barriers to student learning. This year our campus experienced a level of apathy in regard to school ownership. We had inconsistencies with custodial staff as well a lack of accountability with overall professionalism.

School Context and Organization Strengths

In 2022-2023, campus committees were formed with the expectation of each staff member serving on one committee. After School program was implemented, CIS services were continued, LCSW services started, and Coordination of Care system meetings are held bi-weekly to ensure every student has their needs met in order to learn. Classroom and exterior doors remain locked per statewide security requirements.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Disciplinary policies are not implemented with fidelity and equity to create a safe and orderly campus. **Root Cause:** All pieces of the restorative practices are not being implemented consistently with a lack of accountability and professionalism.

Technology

Technology Summary

Brook Avenue has a variety of technology and programs available for student and staff use. We are a one to one campus with PK-1st grade having their own ipads and 2nd-5th having their own laptops. Brook Avenue uses Technology in Math (Symphony) and Reading (Lexia). Many teachers have stated that they feel students have grown in MAP because of Lexia participation. Since Symphony has only been used for the last 3 months, the campus is still in the process of collecting data about its success. Our goal is that technology addresses students' individual needs and provide supplemental instruction.

Technology Strengths

The strengths at Brook for technology are that we are a one-to-one campus and also have access to a fully stocked computer lab. We also have many resources that are available to supplement learning and help our struggling students. All teachers also have access to technology in their classrooms.

Problem Statements Identifying Technology Needs

Problem Statement 1: At this time, we have the computers for a computer lab, however, they are not set up and accessible to be used. **Root Cause:** The three SIT teachers have been moved into the room that was the computer lab. The Library was redone and an area for computers was removed. We also have had two different district technology people.

Priority Problem Statements

Problem Statement 1: Behavior and more PD on how to look at data, understand the TEKs and how to apply it to Tier 1 and Tier 2 instruction.

Root Cause 1: Lack of explicit training and modeling on, interpreting and using data, and resources to plan for Tier 1 and Tier 2 instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Discipline is affecting academics throughout the school and teachers are not understanding that classroom management, restorative practice and discipline all need to be aligned and are equally important. Teachers and staff have felt a lack of communication and expectations campus wide from leadership.

Root Cause 2: Communication and expectations of campus wide discipline initiatives began after the school year had started. The PD wasn't clear on how restorative practices and discipline were connected. Therefore teachers were unsure and frustrated about how to implement.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: There is a need for more parent engagement to positively impact student attendance.

Root Cause 3: More intentional communication among educators and our families to help understand the impact of parent involvement and attendance is needed.

Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data
- T-P ESS data

Parent/Community Data





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

Goals

Goal 1: By June of 2024, we will increase our parent engagement in order to impact our student attendance from 93.57% (22-23) to 95%.

Performance Objective 1: Our campus will increase the number of educational opportunities for our parents to be an active participant by giving parents a deeper knowledge and understanding of campus assessments, student achievement and area of growth.

Evaluation Data Sources: parent meetings, data reports signatures, student growth data,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will hold parent meetings to educate our parents about MAPs data, student levels in the following programs: Lexia, Symphony, Circle progress monitor, TX-Kea, STAAR, Interim, TELPAS, Behavior progress, BAS, and report cards.</p> <p>Strategy's Expected Result/Impact: Parents are aware and able to discuss their students individual data.</p> <p>Staff Responsible for Monitoring: Lorena Ferrales - Principal Miranda Romero- Instructional Specialist Lisa Reyna - Data Analyst Holly Michaels- CSS Matrena Burks - CIS</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: - Title 1 - \$8,557</p>	Formative		
	Jan	May	May
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Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: There is a need for more parent engagement to positively impact student attendance. Root Cause: More intentional communication among educators and our families to help understand the impact of parent involvement and attendance is needed.</p>





Goal 1: By June of 2024, we will increase our parent engagement in order to impact our student attendance from 93.57% (22-23) to 95%.

Performance Objective 2: Our campus will increase our overall attendance to 95% with parental support.

High Priority

Evaluation Data Sources: Daily Attendance, Weekly attendance reports, six weeks attendance awards, overall end of the year attendance reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Daily phone calls after soft attendance to students who are absent for the day. Strategy's Expected Result/Impact: By calling parents we will understand the needs of our families to increase daily attendance. For example, homeless, transportation, or personal family matters. Staff Responsible for Monitoring: Lorena Ferrales - Principal Holly Michaels- CSS Matrena Burks - CIS Clarivel Davis - PEIMS Perla Rios - Campus Secretary</p> <p>Title I: 2.5, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Our campus will conduct weekly class competitions to encourage classroom attendance. Strategy's Expected Result/Impact: To build a campus culture that emphasizes the importance of attending school. Staff Responsible for Monitoring: Lorena Ferrales - Principal Holly Michaels- CSS Matrena Burks - CIS Clarivel Davis - PEIMS</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parents and Students will receive recognition by six weeks for perfect attendance. (MVP board, perfect attendance awards)</p> <p>Strategy's Expected Result/Impact: This will promote consistency in attendance.</p> <p>Staff Responsible for Monitoring: Holly Michaels- CSS Matrena Burks - CIS Clarivel Davis - PEIMS Perla Rios - Campus Clerk</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: - Title I Parent Involvement - \$5,000</p>	Formative		
	Jan	May	May
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Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: There is a need for more parent engagement to positively impact student attendance. Root Cause: More intentional communication among educators and our families to help understand the impact of parent involvement and attendance is needed.</p>

Goal 2: By June of 2024, our Campus Culture and Climate percentage will increase by 10% as measured by the Teacher Panorama Survey.





Performance Objective 1: Our campus will work to improve campus culture through teacher input and clear communication which will result in teacher retention.

High Priority

Evaluation Data Sources: panorama survey, teacher exit tickets, teacher profile sheets,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide Exit tickets that allows teacher input as a form communication and allows administrators to tailor to the professional development needs of teachers.</p> <p>Strategy's Expected Result/Impact: Teachers input will increase and professional development can be differentiated based on needs.</p> <p>Staff Responsible for Monitoring: Lorena Ferrales - Principal Miranda Romero - Instructional Specialist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative		
	Jan	May	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus information will become better organized and create one place in OneNote that teachers can go to for all needed information.</p> <p>Strategy's Expected Result/Impact: Teachers will have one place to look at for handbooks, procedures, etc that will lessen confusion and maintain clear understanding.</p> <p>Staff Responsible for Monitoring: Lorena Ferrales - Principal Miranda Romero- Instructional Specialist Lisa Reyna - Data Analyst Holly Michaels- CSS Rachael Schlee - Behavior Specialist Jo Heyduck - Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each teacher will be provided a year long coach that will utilize the skillful coaching cycle from the Coaching Institute.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported and grow based on their specific needs.</p> <p>Staff Responsible for Monitoring: Lorena Ferrales - Principal Miranda Romero- Instructional Specialist Lisa Reyna - Data Analyst Diane Sriram - GT teacher Hope Loy - Math SIT</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will build leadership capacity among our grade level chairs, support personnel, and administrative team to develop skills in communication, accountability and how to support our work.</p> <p>Strategy's Expected Result/Impact: This will help improve campus culture and successfully fulfill the purpose of our school vision.</p> <p>Staff Responsible for Monitoring: Lorena Ferrales-Principal Lisa Reyna- Assistant Principal Olevia Degrade- Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - ESSER II - \$57,000, - State Compensatory Education - \$3,000</p>	Formative		
	Jan	May	May
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Performance Objective 1 Problem Statements:





School Culture and Climate
<p>Problem Statement 1: Discipline is affecting academics throughout the school and teachers are not understanding that classroom management, restorative practice and discipline all need to be aligned and are equally important. Teachers and staff have felt a lack of communication and expectations campus wide from leadership. Root Cause: Communication and expectations of campus wide discipline initiatives began after the school year had started. The PD wasn't clear on how restorative practices and discipline were connected. Therefore teachers were unsure and frustrated about how to implement.</p>

Goal 3: By June of 2024, 65% of all students will show one year growth in both Math and Reading as measured by MAPs (MAPs is our STAAR indicator of student success).

Performance Objective 1: Teacher tier 1 Reading pedagogy will improve through Data Driven Instruction (DDI) which will result in students growth.

Evaluation Data Sources: Maps Data, Benchmarks, TCAs, STAAR, Lesson plans, Field Guides.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive professional development training that will be used during during PLC time to identify common needed skills and create classroom instruction plans that reflect Reading skills in order to enhance tier 1 instruction. This training will come from independent contractors and leadership.</p> <p>Strategy's Expected Result/Impact: At least 65% of our students will meet their projected growth.</p> <p>Staff Responsible for Monitoring: Miranda Romero - Instructional Specialist Lisa Reyna - Data Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - State Compensatory Education - \$29,000, - ESSER II - \$17,000</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will receive MAPs reading data training throughout the year.</p> <p>Strategy's Expected Result/Impact: Teachers knowledge of how to analyze and use MAPs data to plan instruction will increase.</p> <p>Staff Responsible for Monitoring: Lisa Reyna - Data Analyst Miranda Romero - Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers and Para professional will conduct after school tutorials for identified students that are not meeting their individual goals in Reading.</p> <p>Strategy's Expected Result/Impact: Students will increase their understanding to reach their goals.</p> <p>Staff Responsible for Monitoring: Lisa Reyna- Data Analyst Miranda Romero - Instructional Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - State Compensatory Education - \$67,600, - ESSER II - \$12,187</p>	Formative		
	Jan	May	May
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Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: Behavior and more PD on how to look at data, understand the TEKs and how to apply it to Tier 1 and Tier 2 instruction. Root Cause: Lack of explicit training and modeling on, interpreting and using data, and resources to plan for Tier 1 and Tier 2 instruction.</p>

Goal 3: By June of 2024, 65% of all students will show one year growth in both Math and Reading as measured by MAPs (MAPs is our STAAR indicator of student success).

Performance Objective 2: Teacher tier 1 Math pedagogy will improve through Data Driven Instruction (DDI) which will result in students growth.

Evaluation Data Sources: Maps Data, Benchmarks, TCAs, STAAR,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive professional development training during PLC time to identify common needed skills and create classroom instruction plans that reflect Math skills in order to enhance tier 1 instruction. This training will come from independent contractors and leadership.</p> <p>Strategy's Expected Result/Impact: At least 65% of our students will meet their projected growth.</p> <p>Staff Responsible for Monitoring: Miranda Romero - Instructional Specialist Lisa Reyna - Data Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will receive MAPs math data training throughout the year.</p> <p>Strategy's Expected Result/Impact: Teachers knowledge of how to analyze and use MAPs data to plan instruction will increase.</p> <p>Staff Responsible for Monitoring: Lisa Reyna- Data Analyst Miranda Romero - Instructional Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers and Para professional will conduct after school tutorials for identified students that are not meeting their individual goals in Math.</p> <p>Strategy's Expected Result/Impact: Students will increase their understanding to reach their goals.</p> <p>Staff Responsible for Monitoring: Lisa Reyna- Data Analyst Miranda Romero - Instructional Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Behavior and more PD on how to look at data, understand the TEKs and how to apply it to Tier 1 and Tier 2 instruction. Root Cause: Lack of explicit training and modeling on, interpreting and using data, and resources to plan for Tier 1 and Tier 2 instruction.</p>

State Compensatory

Budget for Brook Avenue Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 5.5

Brief Description of SCE Services and/or Programs

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Personnel for Brook Avenue Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hope Loy	SIT	1
Katia Juarez	AIde instructional	1
Kelsey Erwin	SIT	1
Peggy Kuchera	SIT 49%	0.5
Rachel Schlee	Student Support Specialist	1
Sarah Woodley	Student Support Aide	1

Title I

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Needs Assessment

- Send out the survey by Sunday, April 18th.
- Surveys due by noon on Wednesday the 21st. and share results with our team. Team members brainstorm individually
- Team will meet Wednesday after school before the faculty meeting to begin creating our part of the CNA. We must come up with :School Culture Climate summary, School Culture and Climate Strength and 1-3 Problem Statements and what we believe is a root cause of the problem statement
- Team met again on Thursday at 9:50
- This is due by Friday, April 23rd.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holly Michael	IS PCN 423	Title I PFE	1
Miranda Romero	IS PCN 214	Instructional Specialist	1

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$3,000.00
3	1	1			\$29,000.00
3	1	3			\$67,600.00
Sub-Total					\$99,600.00
Budgeted Fund Source Amount					\$99,600.00
+/- Difference					\$0.00
Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$8,557.00
Sub-Total					\$8,557.00
Budgeted Fund Source Amount					\$8,557.00
+/- Difference					\$0.00
Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$57,000.00
3	1	1			\$17,000.00
3	1	3			\$12,187.00
Sub-Total					\$86,187.00
Budgeted Fund Source Amount					\$86,187.00
+/- Difference					\$0.00
Grand Total Budgeted					\$199,344.00

ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$199,344.00
				+/- Difference	\$0.00