

New Caney Independent School District
Brookwood Forest Elementary
2021-2022 Campus Improvement Plan



Board Approval Date: October 18, 2021

Mission Statement

Promote Brookwood Forest Elementary students who are equipped to thrive in the REALITY of their future.

Vision

Preparing our Brookwood Forest Elementary learning community for the REALITY of tomorrow.

Value Statement

Brookwood Forest Elementary believes that our students and staff must be:

Responsible Citizens

Effective Communicators

Academically Prepared

Lifelong Learners

Interpersonal Collaborators

Thinking with Innovation

Yes Minded!

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 6
 - School Processes & Programs 8
 - Perceptions 11
- Priority Problem Statements 12
- Comprehensive Needs Assessment Data Documentation 13
- Goals 15
 - Goal 1: Brookwood Forest Elementary School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs. 16
 - Goal 2: Brookwood Forest Elementary School will provide a safe and orderly environment that promotes student learning for all students. 24
 - Goal 3: Brookwood Forest Elementary School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources. 25
 - Goal 4: Brookwood Forest Elementary School will increase opportunities for parent/community involvement in all educational processes of our district. 30
- State Compensatory 32
 - Budget for Brookwood Forest Elementary 33
 - Personnel for Brookwood Forest Elementary 33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students:

Brookwood Forest had 764 students enrolled in the 2020-2021 school year. BFES is a neighborhood school serving students in Prek-Fifth grade. The campus is a high population of Hispanic-Latinos. The campus is 72% Hispanic-Latino, the second-highest ethnicity is Caucasian at 18%, followed by African Americans, which is 5%. Although the percentage is low, the campus also serves students of Asian descent, American Indian-Alaskan descent, and Two or more races.

- 49% of the students are LEP,
- 40 % are Bilingual
- 6% are ESL
- 2% are Gifted and Talented
- 9% receive Special Education services
- 6% receive dyslexia services
- Of the 764 students, 70.16% are on free lunch, and 3% are on reduced lunch
- 73% of the campus is economically disadvantaged
- Of the entire campus population, 74% are at risk, 6% are identified as 504, and 2% require intervention.

Teachers will create goals and plans to meet the needs of our students. Teachers will also create goals that may go in line with the students' SEL.

During the 2021-2022 school year, we will continue to target students in need of interventions with a designated support time, aligned curriculum, grade level planning, student data-tracking, and frequently reviewing student data. We will use a universal norm-referenced tracking system 3 times a year. In addition, we will be informing parents and students of student performance at frequent intervals such as report cards, program progress monitoring, required parent conferences, teacher-student conferences, and as needed.

Key Stakeholders: Students, Staff, School District, Parent, and Community:

This year, Brookwood Forest Elementary has implemented numerous programs and approaches involving students, parents, and staff. The behavior expectations for students are taught through CHAMPS and the House System that has been implemented. This approach helps teachers with effective management practices. Students are encouraged to feel and behave like a champion. With the House, System students are placed in a House that represents different values. With the House System, we talk about other character lessons and do team-building activities with students and staff.

We will involve and provide support to parents to help them become vital contributors to their child's academic success. Brookwood Forest encourages the district, community, and parents to partner with us to promote student success. Students have successfully been identified and are receiving services in the following areas: GT, Special Education, RtI, Bilingual/ESL, Dyslexia.

This year we will be adding a Special Education program called RISE. We are also adding a second dyslexia teacher to meet the needs of our students.

Demographics Strengths

The faculty and staff members have positive relationships with each other and the students. Faculty and staff members are lifelong learners who encourage students to love learning.

Overall, students are happy and look forward to coming to school. Our staff has built relationships with the community by providing ample opportunities for parental involvement. During the various afterschool events, we had significant participation. This year's participation was challenging due to the number of events that had to be done via Zoom.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a high number of students who have gaps in their academic learning. **Root Cause:** Have strong Tier 1 instruction in reading, writing, and math. Even though these students are being taught in small groups during math, reading, and intervention time, many students need additional tutoring to get them on grade level. Some of these gaps are in part due to Covid and students learning remotely for part of the school year.

Problem Statement 2: Brookwood Forest needs to continue focusing on getting parents and the community involved in school activities. Various committees worked together to bring the students, families, and community together to support all learners (GT, dual language, EL) Even though we had several parent nights; we need to increase the involvement and parent communication with the district, parents, and community. **Root Cause:** In order to get parents and the community involved, we need to continue providing support for all parents to get them involved. We need to get to know our community members (working, non-working, needs based on family needs such as; GT, dual language, EL, SPED). Possible parent involvement can be offered both during the day, after school, on Zoom, and possible parking lot training or events.

Student Learning

Student Learning Summary

The students at Brookwood Forest have worked and learned new platforms and ways of learning (digitally and virtually). While we need to continue growing to meet our STAAR set goals, students have shown growth in other areas. Kinder-2nd has begun a systematic phonics program that will continue to be utilized in the 2021-2022 school year. In addition, kinder, 1st teachers, and admin completed the Science of Teaching Reading Academy, and 2nd-5th will be completing the Academy in the 2021-2022 school year. This will give more training to teachers in teaching all aspects of reading.

STAAR scores showed some decline in achievement. This was expected across the state due to the challenges in instruction between the virtual and remote instruction through Covid.

Data used includes:

Teacher inventories/surveys, 2019 TAPR report, Aimsweb BOY/MOY/EOY trends, end-of-year reading levels, CLI reports, and preliminary STAAR 2021 scores.

Student Weaknesses:

Behavior problems increased, which affected student engagement during learning.

Based on our district screener, we need to work on reading fluency, math fluency, and academic content vocabulary in K - 5.

Communication with parents concerning academic learning.

STAAR Data for 2020-2021:

		Approaches	Meets	Masters
Subject	Grade			
		2021	2021	2021
Reading	Grade 3	46%	17%	9%
	Grade 4	47%	24%	10%
	Grade 5	69%	34%	23%
Math	Grade 3	41%	11%	8%

		Approaches	Meets	Masters
	Grade 4	52%	28%	11%
	Grade 5	57%	33%	16%
Science	Grade 5	54%	21%	6%
Writing	Grade 4	42%	19%	8%

Student Learning Strengths

Student Strengths:

Aimswest data showed that students made growth towards individual goals.

Students learned how to navigate a new learning platform.

Teachers learned how to utilize technology best to provide a blended learning environment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A considerable amount of students are not reading on grade level which affects all academic areas. **Root Cause:** There is a lack of emphasis on academic vocabulary and foundational literacy skills.

Problem Statement 2: Based on our district screener, a considerable amount of students are not reading on grade level which affects all academic areas **Root Cause:** As a campus, we need to use our new phonics program and literacy resources with fidelity.

Problem Statement 3: Based on our district screener, a considerable amount of students lack math fact fluency and math content-area vocabulary which affects problem-solving. **Root Cause:** There has not been consistent use of math fluency resources.

Problem Statement 4: Brookwood Forest needs to continue focusing on getting parents and the community involved in school activities. Various committees worked together to bring the students, families, and community together to support all learners (GT, dual language, EL) Even though we had several parent nights; we need to increase the involvement and parent communication with the district, parents, and community. **Root Cause:** In order to get parents and the community involved, we need to continue providing support for all parents to get them involved. We need to get to know our community members (working, non-working, needs based on family needs such as; GT, dual language, EL, SPED). Possible parent involvement can be offered both during the day, after school, on Zoom, and possible parking lot training or events.

School Processes & Programs

School Processes & Programs Summary

Personnel Recruitment, Support, and Retention:

Teachers are recruited during job fairs throughout the year (virtual in 2021). New Caney ISD offers stipends for SDL/EDL teachers and is competitive with other districts' salary scale. The district also offers an auxiliary job fair to recruit instructional paraprofessionals and office support. Overall, salaries in New Caney ISD are aligned with surrounding districts.

NCISD offers professional learning throughout the year. NCISD has developed a plan for new teachers entering the district and teachers new to a grade level/subject area. Brookwood Forest sends teachers to professional development in and outside the district based on teacher needs. Instructional coaches provide PLC support and after-school professional learning in all subject areas.

When recruiting personnel, certifications, references, and experience are considered. In addition, teacher's grade level preference, according to a survey, is considered when assigning grade-level assignments and roles.

School Organization:

Brookwood Forest has a campus planning committee consisting of administrators, teachers, parents, and community members. We also have grade-level team leaders and vertical team leaders. The committee and leaders are the voice of the faculty and staff.

Brookwood Forest offers many programs to establish a school culture to promote students' responsibility for their learning and promote student engagement and attendance. Some of the programs include:

- House system
- Plus 10 celebrations
- RTI interventions
- GT
- Offered staff differentiated PD after school
- Gave opportunities for Staff to share expertise and experience
- Staff meeting focused on instruction
- Instructional HUB

- Monthly data meetings
- After school nights: Dual Language Programs, Virtual Fine Arts, Math/Science Night, GT Showcase, Bookfairs, Trunk or Treat with Literacy Focus.
- Professional development for Guided reading
- National Elementary Honor Society, Safety Patrol, Art Club, Little Chefs Club, Bear Crew, Choir, UIL, STEAM Lab, 5th grade Manners Banquet

Curriculum and Instruction:

Brookwood Forest Elementary implemented the Units of Study, Benchmark, and Heggerty this year. Teachers continuously received bundle training for every 9 weeks presented by the district curriculum department or during a PLC by the instructional coaches. In addition, teachers and instructional coaches collaborate on data analysis to guide instruction and meet the needs of students.

Data used: STAAR 2018-2019, CBAs, Curriculum documents, Student data, Targeted Improvement Plan, STAAR scores for the 2020-2021 school year

Technology:

We strive to provide a learning environment that blends the best of traditional learning with innovative online resources. Our goal is to prepare students for a technology-driven world.

Brookwood Forest is a technology-rich campus. Presently we are 1:1 Chromebooks for Grades Pk-5th. Also, every classroom and learning space is equipped with a ClearTouch TV/Computer display and document camera that allow teachers to deliver highly engaging interactive lessons. The availability of these tools has expanded teaching methods and learning opportunities for students.

School Processes & Programs Strengths

Curriculum and Instruction:

- Digital learning
- Daily support from instructional coaches
- The district provided professional learning days and scope and sequence
- Learning walks with teacher/district feedback
- Individual student goal setting
- Data-driven instruction
- We have established a culture that allows students to take responsibility for their learning.
- Positive student and staff referrals weekly

Personnel Recruitment, Support, and Retention:

- Innovative Calendar
- Competitive salaries
- Access to the latest technology available
- Positive and inviting culture and climate

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continue to implement and train staff on programs that were added. **Root Cause:** Time is needed for additional training.

Problem Statement 2: Differentiated Instruction in reaching struggling students was a challenge. Teachers need to have a strong focus on Tier 1 instruction. **Root Cause:** Continue supporting teachers who need additional training on Tier 1 and Tier 2 interventions.

Problem Statement 3: Students lack basic phonics and foundational literacy/writing skills in both English and Spanish. **Root Cause:** With the Reading Academy training teachers have a better understanding of how to support and teach phonics and early literacy development. More time is needed to fully train teachers and provide feedback.

Perceptions

Perceptions Summary

Brookwood Forest has worked hard at building strong school culture. While we still have a lot of work to do, staff surveys show that we are on the right track to building positive school culture.

School and District events are communicated through social media. Parents and Community members are invited to site-based meetings and other parent engagement events. The staff has a high comfort level of asking for support regarding teaching suggestions or strategies. The staff would like more feedback on progress and room for improvement.

Feedback from parents suggests they would like more advanced notice for school events but they enjoy all the events we have sponsored.

Data used: Title I Parent Involvement Survey, Staff surveys

Perceptions Strengths

- The quality of school events
- Staff feels comfortable asking for support
- Climate and culture has improved
- Start of the Multi-Tiered System of Supports implementation
- Parents are thankful for staff and administration

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff and parents have expressed needing consistent communication and time regarding the implementation of activities. **Root Cause:** Communication needs to be both intentional and consistent within the campus and community.

Problem Statement 2: Parents expressed the need for more clubs to reach students. **Root Cause:** Need more clubs to reach all students in all grades and involve multiple interests.

Problem Statement 3: Brookwood Forest needs to continue focusing on getting parents and the community involved in school activities. Various committees worked together to bring the students, families, and community together to support all learners (GT, dual language, EL) Even though we had several parent nights; we need to increase the involvement and parent communication with the district, parents, and community. **Root Cause:** In order to get parents and the community involved, we need to continue providing support for all parents to get them involved. We need to get to know our community members (working, non-working, needs based on family needs such as; GT, dual language, EL, SPED). Possible parent involvement can be offered both during the day, after school, on Zoom, and possible parking lot training or events.

Priority Problem Statements

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation


Goals



Goal 1: Brookwood Forest Elementary School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.



Performance Objective 1: Brookwood Forest Elementary will provide opportunities for all students (including economically disadvantage students, students from our various sub-pops, students with disabilities, and English learners) to show growth in regards to Approaches Grade Level, Meets Grade Level, or Master Grade Level in performance as indicated on the STAAR Reading, Writing, Math, and Science state assessments in grade 3-5. Additionally, students in Pre-K through second grade will make at least one year's growth toward meeting their end of year benchmark expectations and DRA targets.




Targeted or ESF High Priority





Evaluation Data Sources: Disaggregated data from the STAAR tests will show 90% of all students showing growth in grades 3-5. Assessment data for PreK through second-grade students will include Istation, DRA, CIR Assessment, NCISD EOY assessments, and Happy Numbers.



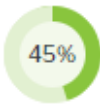
Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers instruction will be based on the TEKS and follow district curriculum. Teachers will collaboratively plan for high quality instruction. An instructional coach, an aide and ELL Specialist will be utilized to support planning and instruction in the classroom. Effective planning will will strengthen the academic programs, will increase the amount and quality of learning, and will give our students access to an enriched and accelerated curriculum. In addition, ELLevation instructional strategies will be used to increase English language acquisitions.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, DRA progress, CBA progress, MOCK STAAR, STAAR</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach ELL Specialist, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coach - Title I - \$77,363, EL Coach - Title III, Title I AIDE - Title I - \$22,875</p>	Formative			Summative
	Oct	Dec	Mar	June
				






Strategy 2 Details	Reviews			
<p>Strategy 2: In order to improve students success rate and increase the rigor of instruction campus wide (including those students at risk, children with disabilities, other major racial and ethnic groups, and EL students), ongoing professional development will be provided to teachers in SIOP, Balanced Literacy, Balanced Numeracy, Happy Numbers, Math TEKS 1-5, Mentoring Minds, Writing across curriculum, Science, La Cosecha Conference 2020, ELAR TEKS K-5, CAMT, TLA Conference, TCEA, TMEA Convention, TAEA Conference, TAHPERD Conference, Dyslexia conference/Reading by Design, may be provided by contracted services, district curriculum specialists, Region 4, Region 6, HCDE, Creative Mathematics, other consultants such as Learning Rocks Noel Gray, Stacey Cain, instructional coach, ELL Specialist, as well as campus leaders.</p> <p>The professional learning provided will strengthen the academic programs, will increase the amount and quality of learning, and will give our students access to an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Increased learning in core subjects as evidenced through their performance and assessment data. CBAs DRA STAAR TELPAS</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach ELL Specialist Media Specialist Teachers Music Teacher Art Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - Title I - \$16,000, Substitutes for PD - Title I - \$565</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Through weekly PLC (PD) the instructional team will provide continuous opportunities for staff to learn more about; increase the rigor of instruction , SIOP strategies, and breaking down the TEKS. This will provide opportunities for all children, including sub-pops (economically disadvantage, different racial and ethnic groups, students with disabilities, and English learners). In addition, ELLevation instructional strategies will be used to increase English language acquisitions.</p> <p>Strategy's Expected Result/Impact: Meeting Agendas and Sign In Sheets</p> <p>Staff Responsible for Monitoring: Instructional Coach, ELL Specialist,</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: In order to improve student success faculty and staff will receive supplemental instructional materials as needed in core content academic areas as well as in the area of Fine Arts. Examples may include, musical instruments, art supplies, STEAM Materials, math manipulatives, Abecedarian alphabet arcs in English and Spanish, alphabet strips, and upper and lower case letters, reading books, dictionaries, phonics and word study decodable, science lab supplies, Hand2Mind, STAAR Prep Materials, Words Their way, Mentoring Minds, ECS Learning System, Library Books, Leveled readers, Scholastic Inc. Guided Reading Materials, Follett, Kishmorr Productions, MathWarmups.com STAAR Prep Materials, Curriculum Associates STAAR Prep Materials, Catnip's Word Walls, whisper phones from Oriental Trading, iPads from Apple Inc., chart paper, dry erase boards, markers, sticky notes, etc.</p> <p>Strategy's Expected Result/Impact: Improvement in learning in all academic areas.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers, EL Coach, Media Specialist</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Materials - Title I - \$23,422</p>	Formative			Summative
	Oct	Dec	Mar	June
	 50%			
Strategy 5 Details	Reviews			
<p>Strategy 5: Tiered RTI will be implemented daily with continual monitoring in order to improve reading. All classroom teachers will provide high quality Tier 1 instruction to all students. Tier 2 interventions will be delivered by classroom teachers to all students below grade level, and Tier 3 interventions will be delivered to students that have been through 12 weeks of Tier 2 interventions with minimal progress via pull out by the RtI specialist.</p> <p>In addition, the RtI Specialist will meet with teachers to assist in planning for intervention needs within their classroom for Tier 2 students. With the information provided to the teachers we will The use of technology will strengthen the academic programs, will increase the amount and quality of learning, and will give our students access to an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Improved results of Tiered students on CBA, DRA, and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators RtI Specialist EL Specialist</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - Title I, - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
	 40%			

Strategy 6 Details	Reviews			
<p>Strategy 6: RtI Specialist and RtI Aide, EL Specialist and EL Aide (EL, Migrant, LEP, Immigrant students) will provide small group instruction to below grade level students during intervention time. Additional pull out instruction (including tutoring) may be provided as needed. This will provide opportunities for all children, including sub-pops (economically disadvantage, different racial and ethnic groups, students with disabilities, and English learners)</p> <p>Strategy's Expected Result/Impact: Improved reading and math scores on DRA, CBAs, and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators RtI Specialist Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: RTI Teacher and RTI AIDE - Title I - \$59,278, EL AIDE - Title III, Tutors - Title I - \$4,971 , RESTART Tutors - RESTART Grant - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June
	 40%			
Strategy 7 Details	Reviews			
<p>Strategy 7: Gifted and Talented students will utilize Texas Performance Standards for project-based learning opportunities (school garden). GT students will meet with a GT certified teacher weekly. GT students will participate in the yearly GT Showcase, students will be given access to resources and materials such as iPads, Poster makers, chart paper, etc.</p> <p>Strategy's Expected Result/Impact: Percentage of students who "Master Grade Level" on STAAR, GT Showcase (Fall and Spring) Sign In Sheets</p> <p>Staff Responsible for Monitoring: Administrators Lead GT Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Title I, - Local, iPads - Title I - \$2,469</p>	Formative			Summative
	Oct	Dec	Mar	June
	 25%			
Strategy 8 Details	Reviews			
<p>Strategy 8: Family learning events addressing ELAR, Math, Science, and Dual Language will occur throughout the year to improve student success and involve parents in the child's academics. Families will be gifted literary resources and educational games to promote further parental involvement and support in academic growth.</p> <p>Strategy's Expected Result/Impact: Improvement in student learning evidenced by CBA, DRA, and STAAR. Sign-in sheets</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Title I, - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
	 30%			

Strategy 9 Details	Reviews			
<p>Strategy 9: Administrators will attend professional development throughout the year (TEPSA, Region 6 Workshops, etc,)in order to become a more effective leader for all stakeholders in the school environment.</p> <p>Strategy's Expected Result/Impact: Workshop certificates</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Admin PD - Title I - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Immigrant students and parents will learn about American culture and interactions in the school system with a focus on literacy.</p> <p>Strategy's Expected Result/Impact: Increased participation in academic family nights.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Dyslexia services will be offered by a certified dyslexia teacher in a small group setting to assist identified students in targeted reading instruction.</p> <p>Strategy's Expected Result/Impact: Progress on Mastery Checks related to Dyslexia Program and DRA Assessments</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: We continue to purchase English and Spanish Classroom Libraries to support all students with independent reading.</p> <p>Strategy's Expected Result/Impact: Increase in DRA/EDL and district/state assessments.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				






Strategy 13 Details	Reviews			
<p>Strategy 13: Purchase online resources, Education Galaxy, Learning A-Z, and Study Island, to support student reading.</p> <p>Strategy's Expected Result/Impact: Improved student progress.</p> <p>Staff Responsible for Monitoring: Teacher, Instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Title I - Title I - \$6,400</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: Brookwood Forest Elementary will implement John Winks +10 and data forms to monitor all students progress in academic areas.</p> <p>Strategy's Expected Result/Impact: +10 on students STAAR , Student goals</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Administrators</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, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 15 Details	Reviews			
<p>Strategy 15: An instructional coach/ EL Coach will provide support for teachers in all academic areas. The coaches will support teacher with professional development, collaborative lesson planning. lesson modeling, co-teaching, and observations with feedback.</p> <p>The instructional coaches will help strengthen the academic programs, will help increase the quality of learning, and will help our teachers give our students access to an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Improved instruction, student success. STAAR scores, DRA levels, CBA scores.</p> <p>Staff Responsible for Monitoring: Administrator Instructional specialists EL Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - Title I - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 16 Details	Reviews			
<p>Strategy 16: Brookwood Forest will implement HB3 PK-3 reading and math proficiency goals. Professional development, teacher resources and student resources will be purchased to implement goals with fidelity to reach targets for student learning.</p> <p>Strategy's Expected Result/Impact: Students success in the academic areas of reading and math will increase with the additional supports.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Early Education Allotment</p>	Formative			Summative
	Oct	Dec	Mar	June
	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Brookwood Forest Elementary School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 2: Brookwood Forest Elementary School will increase the attendance rate for students to 97%.







Evaluation Data Sources: The NCISD weekly attendance report and yearly TAPER Report will show an increased attendance rate for students enrolled at Brookwood Forests Elementary.

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to improve attendance the Attendance Committee will meet with parents of students who have attendance issues and follow the process outlined by the Student Services Department.</p> <p>Strategy's Expected Result/Impact: Increase in attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principal,</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Brookwood Forest Elementary School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.






Performance Objective 3: Brookwood Forest Elementary School will foster the use of technology as an effective tool for instruction and classroom management.

Evaluation Data Sources: Yearly evaluation of all overall technology plan.

Strategy 1 Details	Reviews			
<p>Strategy 1: All students and teachers are trained on internet safety and cyber bullying through classroom instruction for students and Eduhero courses to prevent online harassment and bullying to meet state requirements and Title 1 CIPA requirements Parents are also involved through the district appropriate use of technology acknowledgement form, sent home at the beginning of the school year and signed by the parents.</p> <p>Strategy's Expected Result/Impact: Lesson plans, Eduhero documentation</p> <p>Staff Responsible for Monitoring: Administrators, Media Specialist, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Title I, - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: On-going training for all staff in the effective use of Clear Touch boards, computers, computer programs, Chrome books, and tablets will be provided in order to more effectively present lessons with the use of technology to assist students. The use of technology will strengthen the academic programs, will increase the amount and quality of learning, and will give our students access to an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Agendas, Sign In Sheets,</p> <p>Staff Responsible for Monitoring: Media Specialist</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Brookwood Forest Elementary School will provide a safe and orderly environment that promotes student learning for all students.







Performance Objective 1: Brookwood Forest Elementary will provide a safe and orderly environment that promotes student learning for all students. Health and Wellness services will be available to all students.

Strategy 1 Details	Reviews			
<p>Strategy 1: All identified Homeless students will be monitored and consulted with, as needed, for needs at home and school.</p> <p>Strategy's Expected Result/Impact: Documentation from meetings, support/resources provided to those students who qualify.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Homeless student supplies and materials - Title I - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Brookwood Forest Elementary School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 1: All Brookwood Forest Elementary teachers will meet the ESSA (Every Student Succeeds Act) standards of highly effective and paraprofessionals will meet the ESSA standards of highly qualified.







Evaluation Data Sources: Campus and District Staff Plan will reflect 100% of teachers and paraprofessionals meeting the standards of ESSA.

Strategy 1 Details	Reviews			
<p>Strategy 1: Brookwood Forest Elementary will hire and retain highly effective teachers which meet ESSA guidelines .</p> <p>Strategy's Expected Result/Impact: Job Fair Applications, Job Postings, Low teacher/staff turnover</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Brookwood Forest Elementary will participate in all District sponsored and related hiring activities and events, as well as attend various jobs fairs and University campus visits to attract new and Highly Qualified teachers.</p> <p>Strategy's Expected Result/Impact: 100% of staff hired meets the highly effective standards.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Brookwood Forest Elementary School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 2: Brookwood Forest Elementary will provide meaningful and quality professional growth opportunities for all administrators, teachers, and paraprofessionals. 100% of identified staff will participate in a minimum of 12 hours of high-quality professional development activities during the year.






Evaluation Data Sources: Brookwood Forest Elementary will collect data regarding staff participation and the effectiveness of staff development activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Brookwood Forest Elementary administrators and staff will attend professional development training opportunities throughout the year to improve student academics , school culture and parental involvement. Examples: TEPSA, Grow, Gather, Go, Dyslexia conferences (region 4), Region 6, HCDE, Texas Library Conference.</p> <p>Strategy's Expected Result/Impact: Improved student scores.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Dyslexia Specialist Media Specialist Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The administrative team will do a staff only implementation of 7 Mindsets, an SEL curriculum for staff that promotes meaningful conversations, connections, and realtionships between students and teachers. Implementation will include ongoing professional development.</p> <p>Strategy's Expected Result/Impact: TAPR , PEIMS, and Panorama data will be disaggregated to identify trends in Social Emotional Learning capacity of staff and students, specifically regarding attendance, discipline, and grades</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Brookwood Forest Elementary School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 3: Brookwood Forest Elementary will have an attendance rate of 95% or above.






Evaluation Data Sources: Weekly attendance percentages from the PIEMS department.

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to improve student attendance rate and academics Brookwood will provide incentives for being to school on time and perfect attendance. Examples: Weekly H.E.R.O. and 9 weeks and semester perfect attendance certificates.</p> <p>Strategy's Expected Result/Impact: 95% or above in weekly attendance report from PEIMS. Increase in perfect attendance certificates.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Brookwood Forest Elementary School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 4: Brookwood Forest will develop an effective and efficient transition program to enroll four-year-olds into the Pre-Kindergarten program.





Evaluation Data Sources: Pre-Kindergarten enrollment and attendance will be 97%.

Strategy 1 Details	Reviews			
<p>Strategy 1: All PreK students will receive a backpack with supplies during registration or at the beginning of the school year.</p> <p>Strategy's Expected Result/Impact: 100% of students and parents receive the backpack.</p> <p>Staff Responsible for Monitoring: Registrar</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Brookwood Forest Elementary School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.





Performance Objective 5: Brookwood Forest Elementary will develop an effective and efficient transition program with the zoned middle school to ensure a smooth transition of 5th-grade students to 6th grade.






Evaluation Data Sources: 100% of fifth graders will complete their class schedules for the next school year by the end of May.

Strategy 1 Details	Reviews			
<p>Strategy 1: Brookwood Forests Elementary will collaborate with the zoned middle school to schedule a visit for all 5th grade students to the middle school campus.</p> <p>Strategy's Expected Result/Impact: Student Schedule Forms, Field Trip Forms</p> <p>Staff Responsible for Monitoring: Counselor 5th Grade Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Dec	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Brookwood Forest Elementary counselor will work with the middle school counselor to have students complete the course selection forms in the Spring.</p> <p>Strategy's Expected Result/Impact: Completed student course forms.</p> <p>Staff Responsible for Monitoring: Administrators Counselor 5th Grade Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Dec	Mar	June
	0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Brookwood Forest Elementary School will increase opportunities for parent/community involvement in all educational processes of our district.

Performance Objective 1: In order to improve parental involvement parents are encouraged to participate in school events such as field trip chaperones, and volunteer in school

Strategy 1 Details	Reviews			
<p>Strategy 1: Evening programs (Meet the Teacher Night, Reading Night, Fine Arts Night, Dual Language Nights, Book Farris, and other family nights) in order to increase parent involvement.</p> <p>Strategy's Expected Result/Impact: Increased number of parent involvement.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will have multiple opportunities to learn about Title 1 and how it affects Brookwood Forest Elementary. In the meeting they will learn about Title 1 funding and requirements.</p> <p>Strategy's Expected Result/Impact: Sign- In Sheets, Agendas, Notes</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents will collaborate with the campus planning committee to update the School/Parent Compact and Parents and Family Engagement Policy.</p> <p>Strategy's Expected Result/Impact: Sign-In Sheet, Agenda, Compact and Policy</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Brookwood Forest Elementary will utilize social media such as campus website, Facebook, Twitter and Class Dojo to communicate effectively with parents.</p> <p>Strategy's Expected Result/Impact: Documentation from websites, Facebook post, Twitter tweets, class dojo responses an parent surveys on communication.</p> <p>Staff Responsible for Monitoring: Media Specialist Administrators</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Parents will be encouraged to participate in Parenting Partners at Brookwood Forest Elementary in order to empower parents to become contributors to their child's academic success. Meetings will be held at the school (virtually due to social distancing) for a total of seven times in Fall and Spring semesters.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Parenting Partners survey</p> <p>Staff Responsible for Monitoring: EL Specialist</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: - Title I - \$4,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Brookwood Forest Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

--

Personnel for Brookwood Forest Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Miller	RtI Specialist	0.5
Claudia Rameriz	PK Instructional Aide	1
Lorenza Holloway	ELL Specialist	1
Minerva	Alcaraz	1
Sandra Hernandez	Dyslexia	0.5