

Killeen Independent School District

Brookhaven Elementary School

2023-2024



Vision

- 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brookhaven is a small campus with less than 600 students. The attendance rate for the 22-23 school year was 92%, this is a slight increase from the 21-22 school year (90%).

2021-2022 Special Populations of Brookhaven Elementary Students	
Dyslexia	3.8%
Foster Care	2.2%
Homeless	0.3%
Immigrant	0.8%
GT	1.9%
Military Connected	11%
Special Education	19.4%
At-Risk	49.9%
Economically Disadvantaged	88.9%
Section 504	7.6%
EB Students	7%
2021-2022 Ethnic Breakdown of Brookhaven Elementary Students	
African American	41.3%
Hispanic	28.3%
White	17.2%
American Indian	0.5%
Asian	0.6%
Pacific Islander	1.7%
Two or More Races	10.3%

2021-2022 Brookhaven Teacher by Ethnicity	
African American	36%
Hispanic	10%
White	42%
Asian	5%
Two or More Races	7%
2021-2022 Brookhaven Teachers by Years of Experience	
Beginning Teachers	5%
1-5 Years Experience	32%
6-10 Years Experience	17%
11-20 Years Experience	34%
Over 20 Years Experience	12%
2022-2023 Brookhaven Staff	
Pre Kindergarten	3
Kindergarten	5
1 st Grade	4
2 nd Grade	5
3 rd Grade	4
4 th Grade	4
5 th Grade	4
Special Education	6
Dyslexia	1
Interventionist	2
ESL	1
PE/Music	4
Paraprofessional (General Education & SPED)	21
Principal/Assistant Principal	3
Curriculum Specialist	1
Counselor	1
Clinic/Office	4
Campus Technologist	1

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

Demographics Strengths

Demographic strengths of Brookhaven Elementary include:

- Brookhaven has a diverse student population; thus, the instructional focus is on reaching all learners.
- We offer family events 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.
- Brookhaven has a diverse staff to meet the needs of our diverse population.
- The teachers at Brookhaven meet weekly for PLC and grade level planning to support district and campus initiatives that enhance student achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. **Root Cause:** Brookhaven has an 89% 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 2: The Gifted and Talented student population at Brookhaven is below the district and state average. **Root Cause:** There continues to be a lack of teacher and parent knowledge/awareness of the characteristics of gifted and talented students.

Student Learning

Student Learning Summary

CIRCLE		
	22-23	
	BOY	EOY
Rapid Letter Naming	6.83	25.21
Rapid Vocabulary	12.43	21.43
Phonological Awareness	10.75	18.82
Math	12.5	23.52

MAP Math Mean RIT						
	21-22			22-23		
	BOY	EOY	Growth	BOY	EOY	Growth
Kindergarten	140.3	155.6	+15.3	139.6	156.1	+16.5
1 st	154.2	171.1	+16.9	156.9	171.2	+14.3
2 nd	169.7	184.1	+14.4	169.2	182	+12.8
3 rd	183.2	195.5	+12.3	183.7	195.2	+11.5
4 th	192.2	206	+13.8	196.5	208.5	+12
5 th	209.1	217.1	+8	208.4	213.3	+4.9

MAP Reading Mean RIT						
	21-22			22-23		
	BOY	EOY	Growth	BOY	EOY	Growth
Kindergarten	136.2	150.9	+14.7	137.9	151.6	+13.7
1 st	151.4	163.9	+12.5	152	164.5	+12.5
2 nd	168.9	181.6	+12.7	165.9	180.7	+14.8
3 rd	187.3	194.5	+7.2	185	193.4	+8.4
4 th	192.9	201.3	+8.4	196.5	202.2	+5.7
5 th	202.4	208.9	+6.5	203.6	209.3	+5.7

MAP Science Mean RIT						
	21-22			22-23		
	BOY	EOY	Growth	BOY	EOY	Growth
3 rd	187.1	194.8	+7.7	188.5	194.8	+6.3
4 th	194.3	199.5	+5.2	194.7	201.5	+6.8
5 th	202.3	207.9	+5.6	202.2	207.4	+5.2

MAP 2022-2023 End of Year % At or Above Norm		
Grade Level Mean		
Grade	Math	Reading
K	46.2%	45.1%
1	39.5%	25.9%
2	41.5%	34.8%
3	36.3%	45.4%
4	55.4%	52.7%
5	39.1%	51.3%

STAAR All Students Meets Grade Level Standard										
Reading	2022	2023		Math	2022	2023		Science	2022	2023
3 rd	37%	35%		3 rd	36%	22%		3 rd		
4 th	41%	25%		4 th	25%	45%		4 th		
5 th	36%	45%		5 th	30%	39%		5 th	12%	15%

STAAR 2023 Students Meets Grade Level Standard							
Brookhaven							
Reading	African American	Hispanic	White	Two or +	SpEd	Eco Dis	EB

STAAR 2023 Students Meets Grade Level Standard

Brookhaven

3 rd	25%	36%	33%	75%	0%	29%	75%
4 th	29%	20%	40%	67%	27%	25%	100%
5 th	21%	57%	75%	75%	21%	42%	50%
Math	African American	Hispanic	White	Two or +	SpEd	Eco Dis	EB
3 rd	21%	15%	33%	50%	7%	10%	20%
4 th	29%	47%	40%	78%	33%	44%	50%
5 th	24%	39%	75%	63%	22%	38%	67%
Science	African American	Hispanic	White	Two or +	SpEd	Eco Dis	EB
5 th	7%	22%	38%	13%	14%	8%	17%

STAAR 2022 Students Masters Grade Level Standard

Reading	2022	2023		Math	2022	2023		Science	2022	2023
3 rd	25%	9%		3 rd	20%	8%		3 rd		
4 th	21%	19%		4 th	10%	19%		4 th		
5 th	21%	15%		5 th	13%	15%		5 th	1%	3%

Student Learning Strengths

Data analysis shows the following strengths:

- - EOY CIRCLE shows growth in all assessed areas.
 - 3rd and 4th grade STAAR Reading showed growth from the previous year.
 - 2nd, 3rd, and 4th grades declined growth on the Math MAP from Fall 2022 to Spring 2023

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3: The average percentage of students achieving Meets Grade Level on STAAR Science is below the district average. **Root Cause:** The teachers struggled to find quality time for science instruction due to time requirements for ELAR and math instruction per HB 4545. Inconsistent implementation of experiments and hands on exploration to connect the learning with the real-world.

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 created loss of learning experiences for many students. In addition, many parents chose the virtual learning environment in the 20-21 school year which resulted in students not having the same educational experiences as students attending face to face instruction.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Problem Statement 6: Per common unit assessment data and teacher observation, students struggled to move from prompt writing to reader response writing type of questions. **Root Cause:** Since the state has changed the requirement for students to write to a prompt versus writing about what they have read, students and teachers are making the shift on instruction and learning.

Problem Statement 7: There is a need to build a strong foundation in reading and math, particularly in the primary grades, to prepare students for the level of rigor required as they advance through the grade levels and prepare to be successful on STAAR.

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.

Brookhaven conducts biweekly PLC meetings (Wednesday) with each grade level to focus purely on instruction including: instructional strategies, teacher planning, clarity, and improving practices within the classroom using 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.

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 of responsibility framework and effective research-based strategies. 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 aids, 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. ESGI was purchased for PK-1st grade as a system for data analysis and to assist with progress monitoring and identifying intervention groups.

Planning days (one per semester) will be implemented again this school year for all grade levels. A framework for effective lesson planning is provided to teams and are non-negotiable which begin with the Unit Mapping and the Unit Learning Progression Chart. 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 Science of Teaching. In addition, Guided Math professional development was given this year to 3rd and 4th grade teachers 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 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 daily; however, the interactions are linked to online programs rather than authentic product-based task.

We have multiple programs to for students to access for online learning. The variance of programs allows us to meet the diversified needs and abilities of all our student population. iPads were purchased by the campus as well as the district, which has enabled Brookhaven to being a one-to-one campus. Additionally, technology tools and accessories will be purchased to maximize the use of the devices with the programs, APPS, and testing platforms. 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 has had 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 classroom has an iPad cart.

Data analysis revealed the following strengths in our organization:

- All of the staff participate in Professional Development to ensure we are all equipped 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.
- Biweekly 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.
- Admin will meet weekly to review lesson planning and provide teachers feedback on task alignment, rigor, GRR and data driven instruction.
- 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: There is a need to increase the fidelity of implementation of Guided Reading and all components of the Gradual Release of Responsibility. **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 purposefully and strategically to enhance teaching and learning. **Root Cause:** Teachers struggle to purposefully integrate technology to allow students to engage in projects and products that enhance learning objectives into their lessons due to a lack of training.

Problem Statement 4: There is a need to provide differentiated support for student groups such as GT, EB, SPED and At-Risk. **Root Cause:** Students in every sub population are not achieving the expected growth measure.

Problem Statement 5: Students are proficient in utilizing APP style features of technology but do not have the keyboard and mouse skills necessary to fully utilize technology for learning and communicating constructed ideas. **Root Cause:** Keyboarding skills have not been specifically taught as part of the technology curriculum.

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, and six buses that serve the special education (Skills and ECSE) population. We are a Title I school with 89% low socio-economic families. We are a CEP (Community Eligibility Program) campus providing free breakfast and lunch to all of our students. All stakeholders are focused on doing what is best for students to create a challenging, positive learning environment that fosters hope and builds dreams.

Brookhaven staff is comprised of 43 teachers, 20 instructional aides, 3 secretaries, 1 nurse's aide, 1 library aide, 1 media aide, 6 cooks, and 2 day custodians. Professional staff meet Title 1 expectations and hold various degrees, bachelor being the minimum. Six teachers were added to the staff and effectively integrated into grade level teams. Three brand new teachers and one teacher with some experience were supported through the mentor program. This provided a support system, that also included administrators and the CIS. The end of the year included ten teachers, the CIS, and one paraprofessional leaving the Bronco family due to promotion, retirement, transfer and/or moving out of the state.

Guided Reading and guided math will remain our continued focus, ensuring all of the components are being used consistently and with fidelity. Coaching Walks data and walkthrough data showed a lack of consistency and fidelity in some classrooms on each grade level (K-5). In addition, the data revealed a lack of a true understanding of Gradual Release of Responsibility as the teachers spent too much time in focused and guided instruction part of the Framework. A focus needs to be improved Collaborative Learning time, with increased consistent rigor and authentic product-based tasks.

Professional development was provided with an intensive blended platform for Reading Academy for all kindergarten, 1st, 2nd and 3rd grades, interventions, dyslexic, and SPED teachers participating in program throughout the school year. Campus administrators were also required to complete this training in a blended cohort. Data in reading scores for these grade levels did not demonstrate an increase in student performance for having attended Reading Academy. 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 and Next Generation Balanced Literacy component, even though we have shown some growth. We respect teacher time and continually provide targeted professional development with effective scheduling. Math is a new focus based on patterns identified this year. Guided Math implementation will continue as well with campus and district level professional development and support.

The Hospitality Committee and the administration team provided opportunities for team building. These opportunities include an exercise club, staff shout outs, affirmations in weekly principal message, positive notes with a snack, National holiday recognition and various goodies distributed throughout the year. This is ongoing to maintain a sense of appreciation 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, DCC, Safety, DEAC, CEAC, hospitality, as well as a variety of academic committees. 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, and to attending educational field trips. In previous years, due to COVID, we were unable to really add new volunteers to our volunteer list, however by the end of the year we were able to begin allowing a few volunteers to participate. 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. 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.

Parents are invited to after school events, parent conferences, informational meetings, and meetings 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.

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.

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 active. The soldiers came in to read to students, participate in family nights prior to their deployment mid-year. 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 principal, 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 continued to implement 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.

This next year Brookhaven will promote the PULSE as a more effective process to continue building the partnership with the parents and community. 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 their own educational needs. Brookhaven hosts many activities for parents, students, staff and the community. These activities include the following:

Meet the Teacher, Open House, Parent/Teacher conferences, Bronco of the Month, Math Family Night, Science Family Night, Reading Family Night, SBDM meetings, TPSP Presentation, GT Parent Information Meeting, ESL Parent Information Meeting, Semester Awards Ceremonies, 5th Grade Social, Field Day, Prek and Kinder Orientation, Field Trips and End of the Year Celebrations.

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 ambassadors 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 59 in the number of referrals this year, which was due greatly to all students returning to face to face instruction with a lack of social interaction and conflict resolution skills from inconsistency with learning platforms. Unfortunately, 3 students were sent to the district alternative program for the 2022-2023 school year.

Discipline Referral Data						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	246	392	226	155	233	174

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:

- The Family Involvement Nights had great turn outs.
- A Bronco Newsletter was sent home monthly to communicate campus events and to announce campus achievements.
- We had a Communities in Schools (CIS) to work with our students daily and increase the outside resources available to our campus.
- We had one counselor 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.
- Parent meetings with the principal gave the parents a platform to voice their concerns and ideas, as well as questions answered.
- During monthly fire drills all staff and students were out of the building in under 4 minutes.
- A variety of activities were scheduled throughout the year to enhance school/community relationships. Pre-Kindergarten Family Literacy events, three academic nights, field day, Bronco of the Month recognition, awards ceremonies, and several other evening events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase the number of parent and community member volunteers, particularly in our upper grade classrooms. **Root Cause:** There is no systematic approach to recruiting and retaining volunteers.

Problem Statement 2: There is a need to increase parent involvement and to strengthen the home-school connection that supports student success. **Root Cause:** Parents are seeking a deeper understanding of the curriculum and ways that they can help students with academic skills.

Problem Statement 3: The number of discipline referrals were down from 233 to 174; there continues to be a need for teachers to consistently implement Restorative Practices and build student capacity to conflict resolution. **Root Cause:** A deeper toolbox of classroom management strategies is needed to address the various needs of our students. In addition, there continues to be a lack of consistency using the Restorative Practices and existing classroom management plans.

Goals

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: By the end of the 2023-2024 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

Strategy 1 Details

Strategy 1: The campus will designate an intervention time for each grade level. Additional staff will push in to classrooms to offer assistance to struggling students in the areas of math, reading, writing, and science.

3 Instructional Aides funded by State Comp Ed and Title 1 funds will also work with students in small group to help close achievement gaps.

Strategy's Expected Result/Impact: Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.

Staff Responsible for Monitoring: Admin

CIS

Classroom Teacher

Interventionists

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 2, 3, 7

Funding Sources: Aide Salary & Estimated Benefits - 211 - ESEA, Title I Part A - 211.11.6129.00.125.30.000 - \$48,863, Aide Salary & Estimated Benefits - 166 - State Comp Ed - 166.11.6129.00.125.30.AR0 - \$25,275, Instructional resources for content area intervention - 166 - State Comp Ed - 166.11.6399.00.125.30.AR0 - \$6,735

Strategy 2 Details

Strategy 2: Teachers (SPED, Regular, Dyslexic, and ESL) and Interventionist will collaboratively review assessment data and student achievement monthly 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.

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.

Staff Responsible for Monitoring: SPED teachers

Classroom Teachers

Support Teachers

CIS

Admin

TEA Priorities:

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

Problem Statements: School Processes & Programs 2

Strategy 3 Details

Strategy 3: The EB teacher will provide emergent bi-lingual students with 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 Collaborative Teaching setting. They will also review assessment data collaboratively with the classroom teacher to drive instruction.

This includes integrating visual aides, academic vocabulary games, hands-on task, and review assessments. Summit K-12 will be used as an additional resource to meet the needs of the ESL students.

Additionally, Home-School Connections Newsletters will be purchased for ESL parents to provide tips and ideas to extend the learning at home.

Strategy's Expected Result/Impact: Special Program teachers will increase achievement and show growth on campus, district, and state assessments--MAP, CIRCLE, TELPAS, and STAAR through progress monitoring.

Staff Responsible for Monitoring: Admin

CIS

Interventionist

EB Teacher

TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 4

Funding Sources: Instructional Supplies for hands-on, visual aide, and small group instruction - 165/ES0 - ELL - 165.11.6399.00.125.25.ES0 - \$2,100

Strategy 4 Details

Strategy 4: Teachers will provide GT students with 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.

Strategy's Expected Result/Impact: STAAR performance--Index 4

Increase in the percentage of Gifted and Talented students that meet the expected growth and Mastery Level.

Student Progress monitoring.

Staff Responsible for Monitoring: Cluster teachers, CIS, Interventionist, & Admin

TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 4

Funding Sources: Instructional materials and supplies to enhance learning for GT identified students. - 177 - Gifted/Talented - 177.11.6399.00.125.21.000

Strategy 5 Details

Strategy 5: The campus will support field-based instruction for students particularly in the area of science. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

When appropriate, presentations will be brought to the campus for the students to make extensive real-world connections and to have hands-on experiences with science concepts and skills.

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

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1

Funding Sources: Entry fees for field trips - 166 - State Comp Ed - 166.11.6412.00.125.30.AR0 - \$10,000, Field-based Experiences - transportation - 166 - State Comp Ed - 166.11.6494.00.125.30.AR0 - \$10,500, Real- World and Hands-On Experiences - 166 - State Comp Ed - 166.11.6299.00.125.30.AR0 - \$5,500

Strategy 6 Details

Strategy 6: Students identified as Gifted and Talented will participate in field-based experiences that enhance their learning and provide opportunities to engage in challenging concepts that cannot be experienced in the classroom.

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%.

Increase in identified Gifted and Talented students by 10% by the end of the school year.

Staff Responsible for Monitoring: Admin

CIS

Teachers

Problem Statements: Demographics 1 - School Processes & Programs 4

Funding Sources: Transportation for GT field based learning - 177 - Gifted/Talented - 177.11.6494.00.125.21.000 - \$400, Entrance fees for GT field based learning - 177 - Gifted/Talented - 177.11.6412.00.125.21.000 - \$150

Strategy 7 Details

Strategy 7: The campus will establish an After School Learning Academy to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.

Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.

Staff Responsible for Monitoring: Admin; CIS

Problem Statements: Student Learning 1, 2, 3, 5

Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.125.30.000 - \$1,600, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$3,256

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. **Root Cause:** Brookhaven has an 89% 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.

Student Learning

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

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

Problem Statement 3: The average percentage of students achieving Meets Grade Level on STAAR Science is below the district average. **Root Cause:** The teachers struggled to find quality time for science instruction due to time requirements for ELAR and math instruction per HB 4545. Inconsistent implementation of experiments and hands on exploration to connect the learning with the real-world.

Student Learning

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Problem Statement 7: There is a need to build a strong foundation in reading and math, particularly in the primary grades, to prepare students for the level of rigor required as they advance through the grade levels and prepare to be successful on STAAR.

School Processes & Programs

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 4: There is a need to provide differentiated support for student groups such as GT, EB, SPED and At-Risk. **Root Cause:** Students in every sub population are not achieving the expected growth measure.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: By the end of the 2023-24 school year, the achievement on STAAR Reading will be at 50% Meets grade level for 3rd, 4th and 5th grade students. Performance on MAP Reading will show one year of growth.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** Curriculum Unit Assessments, district universal screeners, and STAAR results.

Strategy 1 Details
<p>Strategy 1: Teachers will utilize the Science of Teaching Reading within the GRR Framework daily and consistently with fidelity starting at the beginning of the year. This includes small group reading using a GRR reading lesson being taught daily in grades K-5 to reach the needs of all student populations. Benchmark Phonics will be implemented with fidelity in grades Kinder-3rd</p> <p>Small group reading will be more skills-based in the intermediate grades.</p> <p>Strategy's Expected Result/Impact: Classroom evidence of STR 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</p> <p>CIS</p> <p>Admin team</p> <p>TEA Priorities:</p> <p>Build a foundation of reading and math</p> <p>- ESF Levers:</p> <p>Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: Student reading materials - 166 - State Comp Ed - 166.11.6329.00.125.30.AR0 - \$2,000, Student reading materials - 211 - ESEA, Title I Part A - 211.11.6329.00.125.30.000 - \$1,000</p>

Strategy 2 Details

Strategy 2: Teachers will participate in professional development throughout the year for small group reading instruction, vocabulary and effective strategies in stations in conjunction with the GRR Framework in order to address learning gaps.

This will include modeling, hands-on activities, and make and take resources for immediate implementation in the classrooms.

Strategy's Expected Result/Impact: Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.

Staff Responsible for Monitoring: All staff

TEA Priorities:

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

Problem Statements: Student Learning 1

Funding Sources: PD on Guided Reading and Small Group Instruction - 166 - State Comp Ed - 166.13.6239.00.125.30.AR0 - \$3,725

Strategy 3 Details

Strategy 3: The librarian will increase the academic achievement status of students meeting grade level standard in reading through the exposure of all genre of text while increasing metacognitive thinking and student discourse by implementing shared reading lessons, literacy activities, and promoting independent reading.

Strategy's Expected Result/Impact: Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.

Staff Responsible for Monitoring: Teachers

Interventionist

CIS

Admin

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Funding Sources: Salary and benefits for .5 librarian - 211 - ESEA, Title I Part A - 211.12.6119.00.125.30.000 - \$37,793

Strategy 4 Details

Strategy 4: Campus Leadership will provide systematic and continuous monitoring through walk-throughs, Coaching Walks, and PLCs to ensure that instructional strategies and materials align with the standards, the curriculum, research-based practices, and high level authentic student work.

Strategy's Expected Result/Impact: Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.

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

Staff Responsible for Monitoring: Admin team

CIS

all Team members

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 2

Strategy 5 Details

Strategy 5: The librarian will plan and provide lessons in the library based on grade level or class academic needs.

The librarian will facilitate and foster the love of reading across genres and content areas by implementing a campus wide reading program.

Strategy's Expected Result/Impact: Student growth and progress on common unit assessments and benchmark assessments.

Staff Responsible for Monitoring: Admin

Librarian

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Funding Sources: Online Reading Support such as Myon or similar resource - 211 - ESEA, Title I Part A - 211.11.6299.OL.125.30.000 - \$10,000

Strategy 6 Details

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 reading and math strategies and plan collaboratively with the grade level teams to ensure all components of cross curricular instruction are implemented.

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.

Staff Responsible for Monitoring: Classroom teachers

CIS

ELL teacher

Interventionist

Administration

TEA Priorities:

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

Problem Statements: School Processes & Programs 4

Funding Sources: Interventionist salary & estimated benefits - 211 - ESEA, Title I Part A - 211.11.6119.00.125.30.000 - \$79,500

Performance Objective 2 Problem Statements:

Student Learning

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

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

Problem Statement 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 created loss of learning experiences for many students. In addition, many parents chose the virtual learning environment in the 20-21 school year which resulted in students not having the same educational experiences as students attending face to face instruction.

School Processes & Programs

Problem Statement 4: There is a need to provide differentiated support for student groups such as GT, EB, SPED and At-Risk. **Root Cause:** Students in every sub population are not achieving the expected growth measure.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 3: By the end of the 2023-24 school year, 50% of 5th grade students will meet the achievement standard (Domain 1) on Science STAAR.

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

Strategy 1 Details
<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 to further enhance comprehension for all students, to include the unique needs of our EB and SPED students.</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>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional materials to support hands-on science instruction and content area vocabulary. - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$1,000</p>
Strategy 2 Details
<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 EB and SPED students.</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>Problem Statements: Student Learning 3</p>

Strategy 3 Details

<p>Strategy 3: Teachers will provide the required number of minutes of science instruction. Lessons will follow the GRR model. In addition, there will be an end of year Science Fair for students in PK-5th grade. The Scientific Method will be used to design the experiment and presentation based on one of the four reporting categories.</p>
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Strategy's Expected Result/Impact: Student growth and progress as measured by common unit assessments, formative assessments, and STAAR Science.

Staff Responsible for Monitoring: All staff

Problem Statements: Student Learning 3

Funding Sources: Science project supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$1,720

Performance Objective 3 Problem Statements:

Student Learning

<p>Problem Statement 3: The average percentage of students achieving Meets Grade Level on STAAR Science is below the district average. Root Cause: The teachers struggled to find quality time for science instruction due to time requirements for ELAR and math instruction per HB 4545. Inconsistent implementation of experiments and hands on exploration to connect the learning with the real-world.</p>

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 4: By the end of the 2023-2024 school year, all grade level teachers will build student capacity in written, reader-response in all content areas by showing a 5% increase in written response answers on STAAR Math, Reading and Science.

High Priority
HB3 Goal

Evaluation Data Sources: Curriculum Unit Assessments and the state reading, math and science STAAR test.

Strategy 1 Details
<p>Strategy 1: During grade level PLCs, the administration team will provide opportunities to analyze Benchmark data and the TEA Released Reading STAAR writing questions to identify the common errors and questioning styles used. Lessons will be planned around addressing the full depth and rigor of the TEKS to avoiding common errors and preventing misconceptions.</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 the3-5 Grade Reading STAAR.</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers Interventionist</p> <p>Problem Statements: Student Learning 1, 2, 3, 6</p>
Strategy 2 Details
<p>Strategy 2: The teachers will receive continued professional development, grade level planning, and staff meetings on embedding Empowering Writer's into the Writer's Workshop Framework in grades K-5 while incorporating cross curricular implementation with fidelity and consistency.</p> <p>Strategy's Expected Result/Impact: Students will become more proficient in constructing short answer responses and revision and editing of a student's writing.</p> <p>Staff Responsible for Monitoring: Teachers CIS Interventionist Admin</p> <p>Problem Statements: Student Learning 6</p>

Strategy 3 Details

Strategy 3: 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.

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.

Strategy's Expected Result/Impact: Improved writing, revising and editing as evidenced by end of unit common formative and summative assessments and the STAAR Reading assessment in 3rd -5th grades.

Staff Responsible for Monitoring: Teachers

CIS

Interventionist

Admin

Problem Statements: Student Learning 6

Funding Sources: Supplemental materials for Empowering Writers - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$1,500

Strategy 4 Details

Strategy 4: Third, fourth, and fifth 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.

Specific interventions and engaging activities will be designed based on the collected data and specific needs of each student.

Strategy's Expected Result/Impact: Student Achievement and growth should increase as measured by the 3rd-5th grades writing questions embedded in the Reading STAAR and through progress monitoring.

Staff Responsible for Monitoring: Admin

3-5 grade teachers

CIS

Interventionist

Problem Statements: Student Learning 4

Strategy 5 Details

Strategy 5: Teachers will spiral revising and editing practice daily through morning work, warm-ups, and through purchased supplies to enhance the learning of concepts.

Interactive notebooks/journals will be used in every classroom to facilitate spiraling and for writing integration across content areas.

Strategy's Expected Result/Impact: Improved writing as evidenced by end of unit common formative and/or summative assessments and the 3-5 Grade STAAR Reading.

Staff Responsible for Monitoring: Grade level team members

Admin staff

CIS

Problem Statements: Student Learning 4, 6

Funding Sources: Instructional supplies to support writing instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$1,770

Performance Objective 4 Problem Statements:

Student Learning

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

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

Problem Statement 3: The average percentage of students achieving Meets Grade Level on STAAR Science is below the district average. **Root Cause:** The teachers struggled to find quality time for science instruction due to time requirements for ELAR and math instruction per HB 4545. Inconsistent implementation of experiments and hands on exploration to connect the learning with the real-world.

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 created loss of learning experiences for many students. In addition, many parents chose the virtual learning environment in the 20-21 school year which resulted in students not having the same educational experiences as students attending face to face instruction.

Problem Statement 6: Per common unit assessment data and teacher observation, students struggled to move from prompt writing to reader response writing type of questions. **Root Cause:** Since the state has changed the requirement for students to write to a prompt versus writing about what they have read, students and teachers are making the shift on instruction and learning.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: By the end of the 2023-2024 school year, 50 % of students will achieve Meets Grade Level on STAAR Math for 3rd, 4th and 5th grades. Performance on MAP math will show 1 year of growth.

High Priority

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

Strategy 1 Details
<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.</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>Problem Statements: Student Learning 2</p>
Strategy 2 Details
<p>Strategy 2: Teachers will teach daily math lessons implementing the components of the GRR with an increase of time spent on collaborative tasks and opportunities for critical thinking.</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>Strategy's Expected Result/Impact: Increased improvement with student progress monitoring through common unit assessments, MAP assessments, CIRCLE and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Admin CIS</p> <p>Problem Statements: Student Learning 2</p>

Strategy 3 Details

Strategy 3: Teachers will provide daily/consistent spiraling based on content that has already been taught through morning work or and implementing Lonestar Math prior to math instruction.

The spiraling will be reviewed with various strategies being modeled.

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.

Staff Responsible for Monitoring: Teacher
CIS
Interventionist

Problem Statements: Student Learning 2

Strategy 4 Details

Strategy 4: Campus admin will conduct walk throughs to monitor the fidelity and implementation of guided math and the GRR during math instruction.

Strategy's Expected Result/Impact: Students will increase their retention and automaticity as evidenced by small group instruction focused on students' needs.

Staff Responsible for Monitoring: Teacher
CIS
Admin

Problem Statements: Student Learning 2

Performance Objective 5 Problem Statements:

Student Learning

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

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: By the end of 2023-2024 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 2024, student achievement, as measured by Domain 1, will increase to 50% or higher.

Evaluation Data Sources: Workshop transcripts, Staff Surveys, Retention numbers, Exit Reports, 2023 STAAR results, EOY Universal Screeners, TELPAS, and Participation (Sign-in Sheets)

Strategy 1 Details
<p>Strategy 1: Teachers and administrators will attend Professional Development to include but not limited to; effective practices for Reading, 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 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>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Travel and Registration Fees for Teacher and Administrators PD - 211 - ESEA, Title I Part A - 211.13.6411.00.125.30.000 - \$5,640</p>
Strategy 2 Details
<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>Problem Statements: School Processes & Programs 2</p>

Strategy 3 Details

Strategy 3: 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.

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.

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.

Decrease in the number of students sent to the office with minor offenses every quarter.

Staff Responsible for Monitoring: CIS

Teachers

Admin

Counselors

Problem Statements: Perceptions 3

Strategy 4 Details

Strategy 4: Teachers will participate in PLC learning that will be focused on Target/Task alignment such as the GRR Framework, Visible Learners, and Guided Math.

Teachers will also discuss best practices for instructing and questioning ELL and SPED students, as well as increased hands-on activities.

Strategy's Expected Result/Impact: A decrease in the number of students identified as At-Risk,

Increased student performance in all content areas as evidenced by common unit assessments for all grades 2-5 and state STAAR tests for students in grades 3-5.

An increase in ELL students receiving Mastery of standards at Level II on the STAAR assessments.

Staff Responsible for Monitoring: Teachers

Admin

CIS

Problem Statements: Student Learning 1, 2, 3

Strategy 5 Details

Strategy 5: In addition, grades and SSPs will be reviewed monthly 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.

Strategy's Expected Result/Impact: A decrease in the number of students identified as At-Risk, increased student performance in all content areas as evidenced by assessments for all grades and state STAAR tests for students in grades 3-5.

An increase in ELL students receiving Mastery of standards at Level II on the STAAR assessments.

Staff Responsible for Monitoring: Teachers

Admin

CIS

Problem Statements: Student Learning 4 - School Processes & Programs 4

Funding Sources: ESGI Data Collection System for PK-1st - 211 - ESEA, Title I Part A - 211.31.6299.OL.125.30.000 - \$3,360

Strategy 6 Details

Strategy 6: The CIS will work with teachers to raise awareness of the characteristics of gifted and talented students.

Time will be made available for teachers of GT students 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.

Each GT teacher will be required to plan and provide enrichment opportunities for our students daily.

Strategy's Expected Result/Impact: An increase in the number of students identified as Gifted and Talented.

Staff Responsible for Monitoring: CIS

Teachers

Problem Statements: Demographics 2

Strategy 7 Details

Strategy 7: Teachers will be provided an opportunity to plan focusing on the 3+1 Essentials for a full day every nine weeks. 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 common 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.

Strategy's Expected Result/Impact: This will help to ensure Teacher Clarity and time to collaborate collectively to identify research-based strategies to implement in the classroom.

Staff Responsible for Monitoring: Admin; CIS

Problem Statements: School Processes & Programs 2

Funding Sources: Teacher Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.125.30.000 - \$8,000

Strategy 8 Details
<p>Strategy 8: To align with the Effective Schools Framework (ESF), the campus will work with Region 12 to receive a campus "diagnostic" and feedback on high leveraged goals and processes.</p> <p>Strategy's Expected Result/Impact: Increased efficacy in administrative leadership coupled with coaching and feedback for the administrative team.</p> <p>Staff Responsible for Monitoring: Executive Director, Region 12</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 2</p> <p>Funding Sources: Diagnostic conducted by ESC 12 Representative - 211 - ESEA, Title I Part A - 211.23.6239.00.125.30.000 - \$9,000</p>
Strategy 9 Details
<p>Strategy 9: Administrative staff and teachers will attend Lead4Ward conferences (to include the Rocking Review). Upon return, the participants will share the learning with others and implement effective PLC practices.</p> <p>Strategy's Expected Result/Impact: Improved performance on formative assessments, CUAs and on STAAR reading, math and science.</p> <p>Staff Responsible for Monitoring: 3rd, 4th, and 5th grade teachers, administrators CIS</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Travel and Registration Fees from teachers PD - 211 - ESEA, Title I Part A - 211.13.6411.00.125.30.000 - \$12,000, Travel and Registration Fees for admin PD - 211 - ESEA, Title I Part A - 211.23.6411.00.125.30.000 - \$5,000</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. Root Cause: Brookhaven has an 89% 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 2: The Gifted and Talented student population at Brookhaven is below the district and state average. Root Cause: There continues to be a lack of teacher and parent knowledge/awareness of the characteristics of gifted and talented students.</p>
Student Learning
<p>Problem Statement 1: The average percentage of students at the Meets level in reading STAAR are below the district level. Root Cause: Low levels of academic vocabulary and a lack of endurance. Inconsistent implementation of a strong phonics program.</p> <p>Problem Statement 2: The average percentage of students achieving Meets Grade Level standard on STAAR Math is below the district average. Root Cause: Low levels of academic vocabulary and a lack of endurance. Inconsistent use of academic vocabulary during instruction and of hands-on activities, manipulatives, and task with real-world connections.</p> <p>Problem Statement 3: The average percentage of students achieving Meets Grade Level on STAAR Science is below the district average. Root Cause: The teachers struggled to find quality time for science instruction due to time requirements for ELAR and math instruction per HB 4545. Inconsistent implementation of experiments and hands on exploration to connect the learning with the real-world.</p>

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 created loss of learning experiences for many students. In addition, many parents chose the virtual learning environment in the 20-21 school year which resulted in students not having the same educational experiences as students attending face to face instruction.

School Processes & Programs

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 4: There is a need to provide differentiated support for student groups such as GT, EB, SPED and At-Risk. **Root Cause:** Students in every sub population are not achieving the expected growth measure.

Perceptions

Problem Statement 2: There is a need to increase parent involvement and to strengthen the home-school connection that supports student success. **Root Cause:** Parents are seeking a deeper understanding of the curriculum and ways that they can help students with academic skills.

Problem Statement 3: The number of discipline referrals were down from 233 to 174; there continues to be a need for teachers to consistently implement Restorative Practices and build student capacity to conflict resolution. **Root Cause:** A deeper toolbox of classroom management strategies is needed to address the various needs of our students. In addition, there continues to be a lack of consistency using the Restorative Practices and existing classroom management plans.

Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: Through our Communities in Schools representative, Family Curriculum Nights, Parent/Teacher Conferences, 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 50% of our parents participating in school organized activities by the end of the 2023-2024 school year.

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

Strategy 1 Details
<p>Strategy 1: School staff will organize and encourage parents and students to participate in math, reading/writing, 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>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>Problem Statements: Perceptions 2</p> <p>Funding Sources: Supplies for parent engagement activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.125.24.PAR - \$500, Refreshments for parent engagement activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.125.24.PAR - \$500</p>
Strategy 2 Details
<p>Strategy 2: The Parent Liaison will plan activities related to increased community participation to include the Early Literacy Community Out Reach Program for toddlers/preschool students and parenting classes. 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 EB 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>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>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Parent Liaison Salary and Benefits - 211 - ESEA, Title I Part A - 211.61.6129.00.125.30.000 - \$34,758, Supplies--Parenting classes - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.125.24.PAR - \$1,000</p>

Strategy 3 Details

Strategy 3: Monthly newsletters will be sent home to inform parents of community activities and events. They will also contain tips and strategies for parents to use at home to help their students be more successful.

Strategy's Expected Result/Impact: Increased student achievement in all subject areas as evidenced by benchmark, summative and state assessments.

Increased participation as evidenced by sign in sheets, pre and post parent survey

Staff Responsible for Monitoring: admin team

Problem Statements: Perceptions 1, 2

Strategy 4 Details

Strategy 4: Brookhaven staff, teachers, and administration will use agendas, email, Connect-Ed calls, phone calls, newsletters, and parent/teacher conferences to communicate with parents weekly.

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.

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.

Staff Responsible for Monitoring: All staff

Problem Statements: Perceptions 1, 2

Strategy 5 Details

Strategy 5: The admin team and the Parent Liaison will continue to encourage parent participation by engaging parents through parent informational sessions to include a review and distribution of the Title 1 program, the Parent and Family Engagement Policy and the Home school Compact.

Strategy's Expected Result/Impact: A marked increase (80%) in the number of parents participating in school activities by EOY

Staff Responsible for Monitoring: Parent liaison
Admin team

Problem Statements: Perceptions 1, 2

Funding Sources: Refreshments for Parent Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.125.24.PAR - \$200

Strategy 6 Details

Strategy 6: Little Broncos pre-school literacy club will meet each week. Parents will observe as the parent liaison models literacy skills and activities that they can use with their children. Parent liaison will create interactive lessons with movement, nursery rhymes, finger plays, as well as fine and gross motor development activities.

Strategy's Expected Result/Impact: Improved early literacy development of emergent readers in Prekindergarten and Kindergarten.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 2

Funding Sources: Reading materials for Early Literacy Club - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.125.24.PAR - \$912

Strategy 7 Details
<p>Strategy 7: Teachers will have a Spring conference with parents to discuss academic concerns and progress with parents. Teachers will be provided 1/2 days to conduct conferences with parents.</p> <p>Strategy's Expected Result/Impact: Increased partnership with parents on students' academic outcomes and support parents with tools and strategies to help their students.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Teacher Conference Days - 211 - ESEA, Title I Part A - 211.11.6112.00.125.30.000 - \$3,000</p>
Strategy 8 Details
<p>Strategy 8: Brookhaven Elementary will host an EB Family Literacy Booth during the Family Reading Night to provide parents and families of EB students with strategies to support Literacy.</p> <p>Strategy's Expected Result/Impact: Provide families with needed strategies to assist their children in literacy development</p> <p>Staff Responsible for Monitoring: Admin ESL Teacher</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional materials for EB Family Event - 263 - ESEA, Title III Part A - 263.11.6399.LE.125.25.000 - \$180, EB Parent Reading Materials - 263 - ESEA, Title III Part A - 263.61.6329.LE.125.25.000 - \$270</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. Root Cause: Brookhaven has an 89% 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>
Student Learning
<p>Problem Statement 1: The average percentage of students at the Meets level in reading STAAR are below the district level. Root Cause: Low levels of academic vocabulary and a lack of endurance. Inconsistent implementation of a strong phonics program.</p>
Perceptions
<p>Problem Statement 1: There is a need to increase the number of parent and community member volunteers, particularly in our upper grade classrooms. Root Cause: There is no systematic approach to recruiting and retaining volunteers.</p> <p>Problem Statement 2: There is a need to increase parent involvement and to strengthen the home-school connection that supports student success. Root Cause: Parents are seeking a deeper understanding of the curriculum and ways that they can help students with academic skills.</p>

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: By June 2024, the percentage of discipline referrals received by students will decrease by 5% when compared to previous year's data. 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.

Strategy 1 Details
<p>Strategy 1: Staff members will continue to recognize students for academic performance, grades and behavior as well as students who exemplify character traits of the month (Bronco of the Month) and/or who have made a difference at Brookhaven through volunteerism, helping others, etc.</p> <p>Recognitions may include:</p> <ol style="list-style-type: none">1. Mention in the morning announcements2. Free time on the computer3. Opportunity to volunteer as a reading buddy in the lower grade levels4. Tangible rewards in the library5. Awards ceremonies <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; decrease in office referrals</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Perceptions 3</p>
Strategy 2 Details
<p>Strategy 2: 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/circles will be held daily to build relationships and reduce incidents of bullying. The staff at Brookhaven will monitor the Bully Reporter program. Parents, students, and staff will be given information on the Bully Reporter system and how to use it responsibly and appropriately.</p> <p>Strategy's Expected Result/Impact: A decrease in the number of students being bullied or bullying others as verified by the number of bully cases.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Problem Statements: Demographics 1 - Perceptions 3</p>

Strategy 3 Details

Strategy 3: The administration team will continue to systematically recognize and reward individuals and teams for contributions toward campus goals.

Strategy's Expected Result/Impact: Documented increase in teacher satisfaction rate on the pre and post surveys.

Staff Responsible for Monitoring: Admin team

Problem Statements: Perceptions 3

Strategy 4 Details

Strategy 4: The counselors will support new/and returning teachers by providing professional development on Restorative Practices and Social/Emotional Learning.

Strategy's Expected Result/Impact: A decrease in the number of students referred to the office for discipline.

A decrease in the number of students assigned to DAEP from 3 to 0 by EOY.

Staff Responsible for Monitoring: Counselors; All staff

Problem Statements: Perceptions 3

Strategy 5 Details

Strategy 5: 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. This will be a part of the Social Emotional Learning that will benefit both the students and the staff.

Strategy's Expected Result/Impact: A decrease in the number of students referred to the office for discipline.

A decrease in the number of students assigned to DAEP from 3 to 0 by EOY.

Staff Responsible for Monitoring: Counselors; All staff

Problem Statements: Perceptions 3

Strategy 6 Details

Strategy 6: Each grade level will develop a discipline management plan/norms consistent with Restorative Practices that will work for the team.

The management plan/norms will include contact with parents monthly to discuss student progress in identified areas of need.

Each grade level will also document positive contact with parents monthly.

Strategy's Expected Result/Impact: A decrease in the number of students referred to the office for discipline.

A documented increase in parent teacher communication.

Staff Responsible for Monitoring: All staff

Problem Statements: Perceptions 3

Strategy 7 Details
<p>Strategy 7: 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>Problem Statements: Demographics 1</p>
Strategy 8 Details
<p>Strategy 8: 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: Increase student and staff safety.</p> <p>Staff Responsible for Monitoring: Admin; Crisis Team</p> <p>Problem Statements: Perceptions 3</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills. Root Cause: Brookhaven has an 89% 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>
Perceptions
<p>Problem Statement 3: The number of discipline referrals were down from 233 to 174; there continues to be a need for teachers to consistently implement Restorative Practices and build student capacity to conflict resolution. Root Cause: A deeper toolbox of classroom management strategies is needed to address the various needs of our students. In addition, there continues to be a lack of consistency using the Restorative Practices and existing classroom management plans.</p>

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: Throughout the 2023-2024 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 the specific, targeted 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

Strategy 1 Details
<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>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: Accessories for the technology devices - 211 - ESEA, Title I Part A - 211.11.6399.00.125.30.000 - \$5,000, Charging stations and cables for the technology devices - 211 - ESEA, Title I Part A - 211.11.6394.00.125.30.000 - \$3,400, Technology devices to support student learning - 211 - ESEA, Title I Part A - 211.11.6398.00.125.30.000 - \$10,590</p>
Strategy 2 Details
<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: Documented growth in student engagement at EOY as evidenced by the EOY Survey. 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>Problem Statements: School Processes & Programs 3, 5</p>

Strategy 3 Details

Strategy 3: Students will utilize web-based science, math, writing, and reading instruction sites to improve engagement, comprehension and concept visualization during focused instruction. Keyboard and mouse skills will be taught to enable students to more fully utilize technology for communicating ideas and enhancing learning.

Strategy's Expected Result/Impact: 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.

Online usage reports would reflect consistent usage. All students will document proficiency based on weekly quizzes, end of unit assessments, and student work samples.

Staff Responsible for Monitoring: CIS

Science lab teacher

classroom teachers

Campus Tech

Problem Statements: School Processes & Programs 3, 5

Funding Sources: Interactive Online Learning applications such as keyboarding and Nearpod, Starfall, Gimkit, SeeSaw or similar resource - 211 - ESEA, Title I Part A - 211.11.6299.OL.125.30.000 - \$4,000

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 3: Technology is not being integrated purposefully and strategically to enhance teaching and learning. **Root Cause:** Teachers struggle to purposefully integrate technology to allow students to engage in projects and products that enhance learning objectives into their lessons due to a lack of training.

Problem Statement 5: Students are proficient in utilizing APP style features of technology but do not have the keyboard and mouse skills necessary to fully utilize technology for learning and communicating constructed ideas. **Root Cause:** Keyboarding skills have not been specifically taught as part of the technology curriculum.

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 2: By June 2024, Brookhaven ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: Tutoring Logs; State and Local Assessment Data

Strategy 1 Details
<p>Strategy 1: The campus will have committees (SBDM, CEAC, CCC, Hospitality, 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>Strategy's Expected Result/Impact: Increased staff, parent, and community participation</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>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.</p>
Perceptions
<p>Problem Statement 1: There is a need to increase the number of parent and community member volunteers, particularly in our upper grade classrooms. Root Cause: There is no systematic approach to recruiting and retaining volunteers.</p>

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Becky Whitelow	Principal
Classroom Teacher	Angela Smith	PK4 Teacher
Classroom Teacher	Felicia Stewart	Kindergarten Teacher
Classroom Teacher	Tierra Pezzelle	1st Grade Teacher
Classroom Teacher	Natasha Nesbit	2nd Grade Teacher
Classroom Teacher	Jordan Oliver	3rd Grade Teacher
Classroom Teacher	Melanie Druschke	4th Grade Teacher
Classroom Teacher	Brittany Young	5th Grade Teacher
Classroom Teacher	Sarah Hurley	SPED Teacher
Business Representative	Shawn Whitelow	Business Representative
Community Representative	Lendy Jones	Community Member
District-level Professional	Jennifer Parnell	District-Level Professional
Parent	Magda Angelisi	Parent
Parent	Andrew Angelisi	Parent
Paraprofessional	Shuvona Mathis-Sharpe	Paraprofessional (Title I)
Paraprofessional	Jamikka Ware Mercer	Paraprofessional (Title I)
RICA/Dyslexia Teacher	Tammera Molina	Dyslexia Teacher
Administrator	Tara Hernandez	Assistant Principal
Administrator	Nina Venus	Assistant Principal
Campus Instructional Specialist	Wendy Edwards	Campus Instructional Specialist
Classroom Teacher	Danny Goodrum	PE Teacher
Classroom Teacher	Wendy Lewis	Interventionist