



**2021-2022 Brookwood Elementary**  
**Strategic Plan**  
*Based on Responsive Strategic Planning*

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## Clear Creek ISD Mission Statement

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self and the spirit of exploration.

## Statements of Belief

We believe:

- everyone deserves to be physically and emotionally safe.
- each child's voice deserves to be heard.
- strength of character is a hallmark of growth and learning.
- trust, compassion, and respect are essential to positive relationships.
- parents, community and school have a shared responsibility for the education of youth.
- there is a collective moral imperative to invest in each person's capacity for growth and excellence.
- determination, perseverance and resilience lead to achievement.
- inclusivity creates unity.
- service before self, strengthens community.
- an innovative mindset is essential for future success.

# Core Values, Parameters, and Objectives

## Core Values

- Trustworthiness: Act with honesty in all that you do
- Respect: Value yourself and others
- Responsibility: Own your choices
- Fairness: Play by the rules and consider the needs of others
- Caring: Be kind to others
- Citizenship: Work to improve your school, community, and country.

## Parameters

- We will stand firm in our commitment to each student.
- We will focus decisions on what is best for students.
- We will base decisions on facts and data.
- We will treat each person with dignity and respect.
- We will sustain a culture of inclusion and collaboration.
- We will model what we expect.
- We will compromise neither excellence nor integrity.

## Objectives

- Each student will discover and actualize his or her academic, social and personal potential.
- Each student will embrace his or her unique talents to contribute to humanity.
- Each student will develop the leader within.
- Each student will exemplify integrity while actively learning, serving and leading.

# Strategies

We will foster a safe and nurturing environment.

We will design and implement learning experiences that inspire student achievement, agency and growth.

We will cultivate social and emotional capacity and a commitment to service before self.

We will expand the organization's capacity to accomplish our strategic intent.

We will ensure our community, parents, staff and students exercise shared ownership of our mission.

# Health + Safety

We will foster a safe and nurturing environment.

# Action Plan: Implement COVID-19 mitigation strategies in order to provide a safe learning environment

## BELIEF

We believe that implementing health and safety protocols will mitigate risks and maximize the opportunity for in-person learning.

## THEORY OF ACTION

If we **design intentional strategies** related to healthy habits and **implement these interventions**, then **students and staff will be able to engage** in academic, extracurricular and social school opportunities.

### If we act successfully on our belief, in the short term we will see...

- Improved attendance rates for students resulting from COVID19 positives and quarantines.
- Consistent implementation of COVID19 mitigation measures.
- Campus Goal: students engaged in person learning.

### ...and in the long term we will see...

- increased campus-wide health and safety practices.

# Literacy Development

We will design and implement learning experiences that inspire student achievement, agency, and growth.



# Action Plan: Clarity for stakeholders regarding literacy instruction

## BELIEF

We believe that we need a shared understanding of how to support reading achievement in order to better support our students.

## THEORY OF ACTION

If we create **opportunities and provide resources that bring clarity** to all stakeholders, then we will have a **shared understanding for how to support each student** to be a successful reader.

**If we act successfully on our belief, in the short term we will see...**

- Deeper understanding of how to plan developmentally appropriate lessons with scaffolds and interventions for ALL types of learners in the ELA classroom.
- Campus Goal: Quality 1<sup>st</sup> time instruction.

**...and in the long term we will see...**

- Better readers in our school.

# Engaging 1st Time Instruction

We will design and implement learning experiences that inspire student achievement, agency, and growth.

# WAVE ONE Action Plan: Participate in high quality professional learning on personalizing learning experiences for students

## BELIEF

We believe that personalized learning experiences are essential to student engagement and academic achievement.

## THEORY OF ACTION

If we provide **high quality professional learning** for teachers on how to personalize learning experiences and support that learning through **district systems and structures**, then more students will receive **engaging 1st time instruction leading to academic growth**.

### If we act successfully on our belief, in the short term we will see...

- Teacher implementing personalized learning practices in their classrooms.
- Campus Goal: Students engaged in learning that is relevant, including voice and choice.
- Campus Goal: Student agency – students taking ownership of their learning through goal setting.

### ...and in the long term we will see...

- Growth in student achievement and academic outcomes.

# Action Plan: Commit to data-informed learning experiences that lead to proficiency and growth

## BELIEF

We believe that knowing and understanding each student is essential to helping them succeed.

## THEORY OF ACTION

If we collectively commit to **using data to inform instructional decisions**, then we will ensure **learning and growth for each student**.

### If we act successfully on our belief, in the short term we will see...

- Structures and systems to effectively implement PLCs on campus.
- Increase the use of common formative and summative assessments in PLCs to plan data-informed learning experiences.
- Campus Goal: Guiding Coalition serves as lead learners which impacts of the learning of campus staff.

### ...and in the long term we will see...

- Individual student growth in all academic areas.

# Budget Planning

We will expand the organization's capacity to accomplish our strategic intent.

# Action Plan: Identify spending options that will lead to a balanced budget

## BELIEF

We believe that a healthy financial plan supports effective teaching and learning.

## THEORY OF ACTION

If we **provide a balanced budget** to mitigate current shortfalls and proactively prepare for future budget challenges, then we can **maintain a strong financial position to support teaching and learning**.

### If we act successfully on our belief, in the short term we will see...

- Review expenditures to make sure aligned with current beliefs and goals.
- Review current campus expenditures in the areas of staffing, overtime, substitutes, extra curricular programming, and facilities.
- Campus Goal: Review Title 1 expenditures to make sure they are aligned with current beliefs and goals.

### ...and in the long term we will see...

- A multi-year financial plan that will lead to a balanced budget.

# Brookwood Demographics:

Total Enrollment: 789

<b>Student Population</b>	<b>2021-2022</b>
African-American	2.15%
Hispanic	48.67%
White	29.02%
Asian	14.7%
Pacific Islander	.38%
American Indian	.13%
Two or More	4.94%

# Comprehensive Needs Assessment

## Students:

- Strengths:** diversity; large population that comes to school with schema; large population of dual language students that are eager to learn
- Needs:** closing academic gaps due to school closure and virtual learning during Covid; behavior/emotional/social needs have increased since students have returned from Covid/virtual learning; opportunities for students to take ownership of their own learning – goal setting; increased opportunities for students to turn and talk and verbalize their learning throughout the day; building a sense of community within grade levels

## Staff:

- Strengths:** teams are valuing team planning; monolingual and dual lang teachers are planning together; intervention staff are pushing into classrooms to increase small group instruction; teachers are seeking professional learning during on demand PL
- Needs:** learning to become a true PLC; intentionality about the 1st 2 PLC questions; focus on learning not teaching in a PLC

## Parental Involvement:

- Strengths:** Many of our parents are educated and support their children at home; they volunteer and want to be involved; many parents are open to suggestions about collaborating for student success
- Needs:** Parents want to better understand the curriculum and receive information home about their child's progress; want a consistent tool for communication (i.e. Seesaw, Remind, ClassTag, ItsLearning); curriculum night; reestablish parent outreach (new to Brookwood); “Welcome Packet”



# ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES

**DISTRICT STRATEGY II:** We will provide support to meet the needs and aspirations of each student.

**PERFORMANCE OBJECTIVE II.1:** A systematic approach for instructional and behavioral supports for each student.

**OUTCOME(S):** By February 2022, each student's academic performance data will be reviewed by teacher teams and appropriate plans for support developed, documented, and acted upon.

ACTION STEPS	NEEDS ASSESSMENT	RESPONSIBLE	FUNDING SOURCE	TIMELINE	RESOURCES NEEDED	EVIDENCE OF MONITORING EVALUATION
Provide assistance to individual students needing additional academic support.	Individual student data reports identifying strengths and weaknesses	Assistant Superintendent, Director of Assessment & Evaluation, Principal, Teacher	Local, State comp, Title I	August 2021 – May 2022	AWARE data, designated, time for data review, time for intervention, communication methods	Ongoing progress reports for each student
<b>Provide transition opportunities for students to different grade levels (including Pre-K),</b> different schools (including 5 <sup>th</sup> to 6 <sup>th</sup> grade and 8 <sup>th</sup> to 9 <sup>th</sup> grade) and special programs to general education classes. (Title I)	Student Assessment Data, Parent Involvement Data	Title I Principal, Teachers, Counselors	Title I	April 2021 – September 2022	Transition information, Ready Rosie Student and Parent meetings Campus visits	ESSA Compliance Documentation
<b>Coordinate and integrate federal, state and local services and programs</b> to meet individual needs and student achievement goals.	Student Assessment Data Strategic Planning Meetings	Title I Principal, Teachers Federal Programs	Local Title I, State Comp	August 2021 – June 2022	Intervention resources Funding Sources	Student performance data, SST

# ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES Continued

**DISTRICT STRATEGY II:** We will provide support to meet the needs and aspirations of each student.

**PERFORMANCE OBJECTIVE II.3:** Each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.

**OUTCOME:** By June 2020 a minimum of 85% of students will show growth on STAAR Reading and Math.

<p><b>Use effective instructional reform strategies</b> to improve student passing on STAAR as follows:</p> <ul style="list-style-type: none"> <li>•3<sup>rd</sup> grade reading from 77% to 82%</li> <li>•3<sup>rd</sup> grade math from 72% to 77%</li> <li>•4<sup>th</sup> grade reading from 71% to 76%</li> <li>•4<sup>th</sup> grade math from 65% to 70%</li> <li>•4<sup>th</sup> grade writing from 69% to 74%</li> <li>•5<sup>th</sup> grade reading from 77% to 82%</li> <li>•5<sup>th</sup> grade math from 71% to 76%</li> <li>•5<sup>th</sup> grade science from 70% to 75%</li> </ul>	<p>Individual student data reports identifying strengths and weaknesses</p>	<p>Assistant Superintendents, Director of Assessment &amp; Evaluation, Principal, Teachers</p>	<p>Local, State comp, Title I</p>	<p>August 2021 – May 2022</p>	<p>AWARE data, designated, time for data review, time for intervention, communication methods</p>	<p>Ongoing progress reports for each student WIG</p>
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# ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES Continued

<b>DISTRICT STRATEGY II:</b> We will provide support to meet the needs and aspirations of <b>each student</b> .						
<b>PERFORMANCE OBJECTIVE II.3:</b> Support so that <b>each student</b> receiving services through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs will be provided research-based instructional strategies to improve academic achievement.						
<b>OUTCOME:</b> By June 2020, students receiving services through Bilingual/ESL will show growth in academic achievement on each STAAR tested area or other appropriate measure.						
<b>Implement effective instructional strategies by highly qualified teachers</b> , including Sheltered Instruction strategies that will be used to address the needs of students identified as ELL.	Student assessment data	Director for ELL; Bilingual Coordinator	Local, Title I Title III	August 2021 – June 2022	Research-based Professional Learning	Student assessment results
<b>Implement effective instructional strategies by highly qualified teachers</b> , including leveled instructional groups (guided reading, guided math) that will be used to address the needs of students identified as At-Risk.	Student assessment data	At-Risk Coordinator	Local, Title I Title III State Comp	August 2021 – June 2022	Research-based Professional Learning	Student assessment results
<b>Implement effective instructional strategies by highly qualified teachers</b> , including specialized groups in addition to first instruction that will be used to address the needs of students receiving special education services.	Student assessment data	Director of Special Education; Principal	Local, Title I IDEA Funds	August 2021 – June 2022	Research-based Professional Learning	Student assessment results
<b>Implement effective instructional strategies by highly qualified teachers</b> , that will be used to address the needs of students receiving Section 504 services, including those students supported through Dyslexia services.	Student assessment data	Section 504 Coordinator	Local Title I	August 2021 – June 2022	Research-based Professional Learning	Student assessment results
<b>Implement effective instructional strategies by highly qualified teachers</b> , that will be used to address the needs of students identified as Gifted and Talented.	Student assessment data	Director of G/T and Advanced Academics	Local Title I	August 2021 – June 2022	Research-based Professional Learning	Student assessment results

# ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES Continued

**DISTRICT STRATEGY VI:** We will ensure mutual understanding and support through effective communication

**PERFORMANCE OBJECTIVE VI.1:** Mutual understanding and support through effective communication.

**OUTCOME:** By June 2020 at least 70% of parents will agree or strongly agree with the statement, “My child’s teachers communicate effectively with me” on the school climate survey.

<p>Teachers will conference with parents at least once each year to provide a variety of information, including:</p> <ul style="list-style-type: none"> <li>•what the school will do to help students meet performance standards;</li> <li>•what the parent can do to help the student’s performance;</li> <li>•Additional <b>effective and timely assistance</b> available at the school. (Title I)</li> </ul>	<p>Parent/Teacher Conference Records</p>	<p>Assistant Superintendents; Principal</p>	<p>Local Title I</p>	<p>August 2021 – June 2022</p>	<p>Meeting time; meeting space</p>	<p>Conference Logs</p>
<p>All campuses receiving Title I effective and timely assistance will implement <b>strategies to increase parental involvement</b> including family literacy and provide parents’ home/school communication and individual student assessment results in a language the parent can understand. (Title I)</p>	<p>School correspondence</p>	<p>Principal</p>	<p>Title I</p>	<p>August 2021 – June 2022</p>	<p>District survey; meeting time; plan to improve</p>	<p>Parent Involvement Survey</p>

# ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES Continued

<b>DISTRICT STRATEGY VII:</b> We will build capacity for organizational change.						
<b>PERFORMANCE OBJECTIVE VII.1</b> An instructional coaching model to facilitate the building of teacher capacity and highly qualified teachers.						
<b>OUTCOME:</b> The campus will create student data driven instructional coaching goals, aligned to the campus strategic plan, that will be monitored and reported to demonstrate growth over time.						
Teachers and aides will be <b>provided quality and ongoing job embedded professional learning</b> to enhance first time instruction.	Individual teacher goals Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title I, Title II	August 2021 – June 2022	PL Plan; Campus Support meetings	Coaches' calendars Teacher goal sheets
Instructional coaches will work directly with <b>teachers and teacher teams in making decisions about assessments</b> to maximize teachers' abilities to create personalized learning opportunities, varied and aligned assessments and data driven instruction.	Individual teacher goals Team meeting notes Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title I, Title II	August 2021 – June 2022	PL Plan; Campus Support meetings	Student data Number of students requiring intervention Discipline data
Campus and District personnel will utilize strategies <b>to attract and retain High Quality, Highly Qualified teaching staff</b> that includes providing mentoring, coaching, professional learning opportunities and individual support.	Highly Qualified Report, Manning Report, Highly Qualified Plan	Executive Director of Human Resources, Principal	Local, Title I, Title II	August 2021 – June 2022	Scientific Research-Based methods including professional learning and coaching	District Equity Report. PBMAS, ICRs