

Wichita Falls Independent School District
Brook Village Early Childhood Ctr
2023-2024 Campus Improvement Plan



Mission Statement

The Mission of the Wichita Falls Independent School District is to prepare all students to become lifelong learners who are productive, responsible and participating members of society.

Vision

To have all prek students experiencing academic success and be ready for kindergarten when they leave Brook Village.

Value Statement

- B** Build a strong foundation for student success
- R** Respect students, parents and others
- O** Open doors to learning that will excite your child's curiosity
- O** Offer high quality educational experiences for every child
- K** Keep our focus on student growth

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on available 2022-2023 data:

- Enrollment- 232
- Economically Disadvantaged Students- (199) 85.78%
- Free Lunch- (185) 79.74%
- Bilingual/ESL- (90) 38.79%
- SPED mainstream- (4) 1.65%
- Speech- (16) 6.61%
- At-risk- (158) 73.15%
- Student Demographics: Hispanic- 64.22%, African-American- 7.33%, White- 18.10%, Multiracial- 9.05%, Asian- 1.29%
- Average class size is 16-19
- Attendance: 95.3%

Demographics Strengths

Support is given to students by teachers, paraprofessionals, tutors, counselor and administrators to assist the community of diverse learners. Tutors, speech teacher, counselor, diagnostician and ESL teacher collaborate with teachers to prepare systematic approaches in targeting the diverse needs within the student population. There are 2 bilingual PK classes to address the needs of the EL population, and an ECSE class to support students qualifying with special needs.

The campus site based team meets several times during the year to plan campus events and address campus needs. The team and its members provide a collaborative plan to benefit staff and students.

Brook Village houses four district early childhood programs to address the needs of students and the community: Head Start, Prekindergarten, Bilingual PK, ECSE.

Although Brook Village is not allotted a full time attendance clerk, a bilingual paraprofessional assists in the office during arrival and dismissal to answer parent questions regarding attendance and to collect absent notes. Having a staff member dedicated to the needs of the parents in the morning and afternoon, helps the district attendance policy message be delivered appropriately and consistently.

The campus counselor uses the beginning of the year CLI scores to identify many at-risk students. These at-risk students are then targeted with

classroom and campus interventions.

In addition to the 2 bilingual classes on campus, there is a part time ESL teacher to address the needs of the English Learners included in the general early childhood classrooms. All classroom teachers are ESL certified.

All campus staff are certified in the required fields according to their job descriptions.

Each classroom teacher is partnered with a paraprofessional to support the teacher and students.

New certified staff members are assigned a mentor with experience on campus in an early childhood classroom. The district provides a curriculum specialist to assist with curriculum, technology and professional development.

All qualified certified and non-certified applicants are placed in TalentEd to assist administrators in filling staff openings.

The counselor, ESL teacher, bilingual teachers, Head Start staff and administrator provide different parent engagement opportunities throughout the year at different times to increase participation.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economically disadvantaged student numbers were at 87.78% campus wide, increasing the need for highly effective teachers, instructional materials, technology and professional development for all staff. **Root Cause:** Caregivers are busy working or going to school and focusing on providing basic needs.

Problem Statement 2 (Prioritized): The attendance rate at 95.3%, slightly less than the desired district average of 96%. **Root Cause:** Families are not familiar with district attendance procedures, which is made more difficult without having a full time campus clerk.

Problem Statement 3: Poor attendance for school activities shows lack of support for school, classrooms and teachers, leading to a less support for academic and social emotional success for students. **Root Cause:** Families do not understand the importance of being actively engaged in their child's education.

Problem Statement 4: Without a campus or district instructional coach, the burden of providing quality professional development becomes the responsibility of campus teachers and administrators. **Root Cause:** To provide quality professional development, campus staff must be proactive about professional development choices.

Student Learning

Student Learning Summary

Individual student needs are identified in a variety of ways. Teachers and administrators collect data from the state assessment, CLI Engage, three times a year. In addition to the state required assessment, classroom progress reports, observations and other informal assessments throughout thematic units and skills checklists are utilized to gauge student achievement. Special services and interventions are then determined, monitored, adjusted and evaluated during MTSS meetings and PLC.

CLI Scores for 2022-2023

Rapid Letter Naming: BOY 35% MOY 60% EOY 71% BL- BOY 24% MOY 73% EOY 88%

Rapid Vocabulary Naming: BOY 54% MOY 59% EOY 66% BL- BOY 61% MOY 73% EOY 82%

Phonological Awareness: BOY 82% MOY 77% EOY 78% BL- BOY 91% MOY 91% EOY 89%

Math: BOY 73% MOY 76% EOY 77% BL- BOY 93% MOY 95% EOY 95%

CLI Scores for 2021-2022

Rapid Letter Naming: BOY 37% MOY 59% EOY 74% BL- BOY 30% MOY 79% EOY 83%

Rapid Vocabulary Naming: BOY 50% MOY 64% EOY 58% BL- BOY 46% MOY 59% EOY 80%

Phonological Awareness: BOY 88% MOY 76% EOY 82% BL- BOY 86% MOY 86% EOY 86%

Math: BOY 83% MOY 80% EOY 77% BL- BOY 90% MOY 87% EOY 89%

CLI scores for 2020-21

Rapid Letter Naming BOY 32% MOY 56% EOY 72% BL- BOY 16% MOY 77% EOY 87%

Rapid Vocabulary Naming BOY 49% MOY 65% EOY 63% BL- BOY 49% MOY 71% EOY 80%

Phonological Awareness BOY 11% MOY 72% EOY 76% BL- BOY 87% MOY 98% EOY 91%

Math BOY 81% MOY 76% EOY 70% BL- BOY 87% MOY 100% EOY 96%

CLI scores for 2019-20

Rapid Letter Naming BOY 34% w/BL 27% MOY 76% w/BL 73%

Rapid Vocabulary Naming BOY 49% w/BL 37% MOY 74% w/BL 63%

Phonological Awareness BOY 81% w/BL 92% MOY 85% w/BL 82%

Math BOY 80% w/BL 88% MOY 88% w/BL 87%

Early Writing BOY 96% w/BL 45% MOY 93% w/BL 100%

Student Learning Strengths

Brook Village staff continue to meet the needs of students through its staff of teachers and teaching assistants. Tutors are hired and utilized to provide interventions for identified students in bilingual and English speaking classrooms after the BOY CIRCLE progress monitoring assessment is administered in September. Teachers are accountable for being aware of and adhering to curricular goals for their students. The district provides a curriculum support specialist to support teachers in the area of curriculum, professional development and PK highly qualified requirements.

Teachers discuss curriculum and student needs during PLC and MTSS meetings which include administrators and campus counselor. Planning meetings occur monthly and provide opportunities for teachers to share successful instructional strategies with age level peers.

Data meetings are held with individual teachers after the MOY CIRCLE progress monitoring wave to identify students in need of specific interventions and to assist staff with curricular needs. Spring professional development is created based on the needs of the spring data meetings.

Field trips are offered to students throughout the year to enrich learning experiences such as: fall pumpkin patch, Santa House, Lucy park, The Den or other educational opportunities tied to PK guidelines and themed learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): End of Year CLI Engage data indicates a 1% decrease in math from MOY testing to EOY for English speaking and remained the same for bilingual students, continuing the need for specific instructional materials, professional development supporting the use of materials in the classroom, field trip opportunities and tutoring for students. **Root Cause:** Students struggle transferring learned information to the home setting and connecting learned items while in testing situations.

Problem Statement 2 (Prioritized): End of Year CLI Engage data indicates an -8% difference between campus and district scores in vocabulary growth from MOY testing to EOY for English students indicating the need for effective instructional books and materials, professional development, field trip opportunities and tutoring. **Root Cause:** Low SES and at-risk students have short attention spans. Classroom activities and manipulatives must be changed out frequently to keep students engaged.

School Processes & Programs

School Processes & Programs Summary

The WFISD Prekindergarten curriculum, Frog Street, is aligned with the TEKS and ELPS. CLI Engage progress monitoring, informal observations, teacher created assessments and tutoring are used to measure student achievement. These assessments are aligned with Frog Street. Teachers in campus PLCs and Planning meetings analyze and collaborate with administrators and the district curriculum specialist regarding the strengths and weaknesses of the data and student needs. Scores are compared to other classes, campuses and the district community to identify teacher needs and areas of growth. Demographic data, student data and assessments are used to inform instructional planning. Differentiation and scaffolds are addressed through research based strategies in the classroom and provided by tutors. These strategies include using hands-on activities, manipulatives, Heggerty Phonemic Awareness program, large and small group instruction. Interventions will be provided by the teacher, teaching assistant and campus tutors.

Brook Village staff has a strong sense of commitment to laying a foundation worthy of not only academic excellence but positive mental health and well being for students.

Technology is utilized to engage students and accommodate different learning styles. Whole group, small group and individual students have access to technology throughout the day with the Promethean boards or interactive whiteboard, Osmos, chromebooks and ipads. A full Starfall site license is also purchased to support phonemic awareness for early childhood students. ABC Mouse will be utilized as a resource provided by Frog Street curriculum.

Brook Village teachers have been trained in the Google suite of apps and have access to a variety of technology for classroom and personal use including chromebooks, desk tops and ipads. Many teachers have requested Promethean boards to further engage students in learning.

Brook Village supports a campus facebook page, twitter account and electronic marquee for communication purposes.

Conscious Discipline training has been provided for all staff as the classroom management plan.

MTSS meetings discuss individual students with the goal of providing equitable student services based on need.

School Processes & Programs Strengths

The district approved curriculum, Frog Street, is user friendly, especially for new teachers. Region 9 and the district curriculum specialist provide early childhood specific trainings for PK and Head Start teachers. All campus teachers use the newest version of PK curriculum from Frog Street.

The district curriculum specialist works to ensure curriculum fidelity by visiting all classrooms and using a classroom fidelity tool to identify

strengths and weaknesses.

Individual data meetings are held with each teacher following the MOY CIRCLE testing opportunity. Scores are compared to campus and district scores to evaluate classroom needs. Tutors and campus staff are utilized to provide interventions for identified students at-risk for not being kindergarten ready.

All campus staff members set a professional and student growth goal through STRIVE each year.

Campus leadership and staff actively engage in sharing strategies, clarifying expectations and maximizing instruction through tutors, PLCs and best practices. Monthly planning meetings occur twice each year across the early learning campuses to provide early childhood teachers a larger group of peers to plan weekly themed lessons with.

The campus Site Based Team has representatives from each program on campus- general PK, bilingual PK, ECSE, specialists and Head Start.

The master schedule allows each teacher to have at least one large teaching block in their day, in addition to transition time between activities where students must leave the classroom. All teacher schedules are reviewed by campus administration at the start of the year to ensure instructional effectiveness.

Technology support is provided by campus staff and district help desk. Technology training is offered through the district. All classrooms have interactive whiteboards or Promethean boards, ipads, Osmos and chromebooks.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Early childhood staff require training to use campus technology effectively and incorporate age appropriate strategies into whole and small groups. **Root Cause:** With the focus of technology in the classroom, the early childhood staff need training to integrate devices effectively- Hatch table, Tiggly, ABC Mouse, Smartboard, interactive whiteboards.

Problem Statement 2 (Prioritized): Teachers need training and strategies for students with severe behavioral concerns. **Root Cause:** Conscious Discipline training was concluded in the 21-22 school year, but implementation of skills, learning de-escalation techniques and strategies continues, especially for new staff members.

Problem Statement 3 (Prioritized): Classroom teachers need a thorough understanding of the special education process in order to get students the services and accommodations they need to be successful. **Root Cause:** The special education referral process, including MTSS in a new platform, needs to be understood and followed by teachers to better meet the needs of students.

Problem Statement 4: Early childhood staff require continued planning meetings and training to utilize the Frog Street curriculum, Heggerty Phonemic Awareness program and Estrellita. **Root Cause:** After using the new 4's curriculum for 3 years, teachers can better plan for what was successful, where the gaps are in the curriculum and how to differentiate to meet student needs.

Perceptions

Perceptions Summary

Parental and community involvement are essential to the success of students. Parents are their child's first teacher. Developing and maintaining the school/parent partnership is a priority objective for the campus.

Family and community involvement is cultivated through:

- Printed notes and weekly/monthly newsletters sent home
- Parentlink phones calls and emails in English and Spanish
- Community partnerships through Partners in Education (PIE)
- Parents and community members on the site based team
- Parent workshops are held monthly with the counselor and Head Start Social Worker to educate on Conscious Discipline strategies
- Parent meetings with bilingual and ESL staff for bilingual families and families of students receiving ESL services
- Surveys are distributed after each parent meeting to help better serve the needs of the families
- Communication is provided through campus facebook page, Twitter, electronic marquee, Remind app, Class DoJo and SeeSaw
- Parents are encouraged to volunteer and complete Volunteer Registration for class parties and field trips
- Individual parent and teacher conferences are held in October to discuss beginning of the year assessments

In addition to an educational focus, learning social and emotional skills are incorporated into every aspect of the curriculum. Teachers utilize Conscious Discipline to instill making good, independent choices for behavior throughout the day. The Counselor teachers character education lessons twice a month in all classes using story books, songs and activities. Positive verbal praise is used throughout the campus by all staff to reinforce good behavior. Character education and positive behavior posters are displayed in hallways and classrooms. Reward systems are implemented by each teacher and tailored to the special needs of students.

The Counselor and administrator support teachers with students having difficulty with behavior. If the classroom safe place and management strategies are not working, the Counselor/administrator helps create a behavior plan and works with individual students on how to regain composure and make better choices in the future. Training students how to self regulate is a priority for all staff.

To promote safety on campus, drills are performed monthly. All staff and visitors are required to wear name badges. Outside doors are locked during the school day.

Perceptions Strengths

Written communication and parentlinks are in both English and Spanish. There are monthly opportunities for parents to be involved in school activities between the counselor, Head Start and bilingual/ESL meetings offered. Twice a year, evening events are offered for families to participate. All meetings have a parent and child activity planned.

The school counselor facilitates a character education program with all classrooms. The counselor and administrator offers support to students within the classroom who need redirection and help managing inappropriate behavior.

All classrooms and programs (Head Start and PK) attend the same field trips and campus activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A large percentage of parents are unaware of the importance of their involvement with school events and classroom behavior and academic issues to promote student achievement and emotional success. **Root Cause:** Parents expect teachers to take care of their children at school and do not prioritize parent meetings.

Problem Statement 2 (Prioritized): Behavior issues continue to increase from year to year that require support from parents and specialized staff to assist teachers to improve social emotional skills. **Root Cause:** Lack of effective parenting skills and supporting the teachers, losing specialized staff to assist with severe behavior intervention and data analysis and the negative effects of COVID on social emotional development increase the likelihood of behavior concerns.

Priority Problem Statements

Problem Statement 1: Economically disadvantaged student numbers were at 87.78% campus wide, increasing the need for highly effective teachers, instructional materials, technology and professional development for all staff.

Root Cause 1: Caregivers are busy working or going to school and focusing on providing basic needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The attendance rate at 95.3%, slightly less than the desired district average of 96%.

Root Cause 2: Families are not familiar with district attendance procedures, which is made more difficult without having a full time campus clerk.

Problem Statement 2 Areas: Demographics

Problem Statement 3: End of Year CLI Engage data indicates a 1% decrease in math from MOY testing to EOY for English speaking and remained the same for bilingual students, continuing the need for specific instructional materials, professional development supporting the use of materials in the classroom, field trip opportunities and tutoring for students.

Root Cause 3: Students struggle transferring learned information to the home setting and connecting learned items while in testing situations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: End of Year CLI Engage data indicates an -8% difference between campus and district scores in vocabulary growth from MOY testing to EOY for English students indicating the need for effective instructional books and materials, professional development, field trip opportunities and tutoring.

Root Cause 4: Low SES and at-risk students have short attention spans. Classroom activities and manipulatives must be changed out frequently to keep students engaged.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Early childhood staff require training to use campus technology effectively and incorporate age appropriate strategies into whole and small groups.

Root Cause 5: With the focus of technology in the classroom, the early childhood staff need training to integrate devices effectively- Hatch table, Tiggly, ABC Mouse, Smartboard, interactive whiteboards.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers need training and strategies for students with severe behavioral concerns.

Root Cause 6: Conscious Discipline training was concluded in the 21-22 school year, but implementation of skills, learning de-escalation techniques and strategies continues, especially for new staff members.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Classroom teachers need a thorough understanding of the special education process in order to get students the services and accommodations they need to be successful.

Root Cause 7: The special education referral process, including MTSS in a new platform, needs to be understood and followed by teachers to better meet the needs of students.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: A large percentage of parents are unaware of the importance of their involvement with school events and classroom behavior and academic issues to promote student achievement and emotional success.

Root Cause 8: Parents expect teachers to take care of their children at school and do not prioritize parent meetings.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Behavior issues continue to increase from year to year that require support from parents and specialized staff to assist teachers to improve social emotional skills.

Root Cause 9: Lack of effective parenting skills and supporting the teachers, losing specialized staff to assist with severe behavior intervention and data analysis and the negative effects of COVID on social emotional development increase the likelihood of behavior concerns.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Recruit, retain, and support teachers and principals

Performance Objective 1: Retain 95% or more of highly qualified staff at the end of the 23-24 school year.

High Priority

Evaluation Data Sources: HR documents , Position Control assignments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: * The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Result: Providing professionals for students trained in early childhood education</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Human Resources</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: identified staff - Title 1 Part A</p>	Formative		
	Nov	Feb	May
	 <p>25%</p>		

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: * The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>Strategy's Expected Result/Impact: Impact: Students receive instruction from professionals trained in early childhood education.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Early Learning</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional development will be provided for all staff. PD will be designed to support improved student achievement. PD will include, but not limited to: district New Teacher Academy, campus mentor program, Inclusion/Special Education, technology, curriculum support, TBSI, the support of English Language Learners, Bilingual Education and CIRCLE Progress Monitoring small group interventions.</p> <p>Strategy's Expected Result/Impact: Impact: Relevant staff development aimed at improving student success at CIRCLE BOY, MOY and EOY Progress Monitoring</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Elementary Curriculum Early Childhood Curriculum Specialist Early Childhood Mentor teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 2</p> <p>Funding Sources: conference registrations - Title 1 Part A - 211 13 6299 00 104 3 30 000 - \$1,000, Staff travel for PD - Title 1 Part A - 211 13 6411 00 104 3 30 000 - \$1,000</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Economically disadvantaged student numbers were at 87.78% campus wide, increasing the need for highly effective teachers, instructional materials, technology and professional development for all staff. **Root Cause:** Caregivers are busy working or going to school and focusing on providing basic needs.

Student Learning

Problem Statement 1: End of Year CLI Engage data indicates a 1% decrease in math from MOY testing to EOY for English speaking and remained the same for bilingual students, continuing the need for specific instructional materials, professional development supporting the use of materials in the classroom, field trip opportunities and tutoring for students. **Root Cause:** Students struggle transferring learned information to the home setting and connecting learned items while in testing situations.

Problem Statement 2: End of Year CLI Engage data indicates an -8% difference between campus and district scores in vocabulary growth from MOY testing to EOY for English students indicating the need for effective instructional books and materials, professional development, field trip opportunities and tutoring. **Root Cause:** Low SES and at-risk students have short attention spans. Classroom activities and manipulatives must be changed out frequently to keep students engaged.

School Processes & Programs

Problem Statement 1: Early childhood staff require training to use campus technology effectively and incorporate age appropriate strategies into whole and small groups. **Root Cause:** With the focus of technology in the classroom, the early childhood staff need training to integrate devices effectively- Hatch table, Tiggly, ABC Mouse, Smartboard, interactive whiteboards.

Problem Statement 2: Teachers need training and strategies for students with severe behavioral concerns. **Root Cause:** Conscious Discipline training was concluded in the 21-22 school year, but implementation of skills, learning de-escalation techniques and strategies continues, especially for new staff members.

Problem Statement 3: Classroom teachers need a thorough understanding of the special education process in order to get students the services and accommodations they need to be successful. **Root Cause:** The special education referral process, including MTSS in a new platform, needs to be understood and followed by teachers to better meet the needs of students.

Perceptions

Problem Statement 2: Behavior issues continue to increase from year to year that require support from parents and specialized staff to assist teachers to improve social emotional skills. **Root Cause:** Lack of effective parenting skills and supporting the teachers, losing specialized staff to assist with severe behavior intervention and data analysis and the negative effects of COVID on social emotional development increase the likelihood of behavior concerns.

Goal 2: Build a foundation of literacy and numeracy

Performance Objective 1: Increase the number of English speaking prekindergarten students who score On Track as measured with CIRCLE EOY reports from 75% to 80% by May 2024 in letter naming and phonemic awareness.

Remain the same or increase the number of Spanish speaking prekindergarten students who score On Track as measured with CIRCLE EOY reports from 88% to 89% by May 2024 in letter naming and phonemic awareness.

High Priority

Evaluation Data Sources: CIRCLE Progress Monitoring reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize PK Curriculum Specialist and mentor teachers to collaborate with 100% of classroom teachers at least 4 times per school year in individual, group planning or PLC setting. (Funding may be utilized to pay subs for mentor teachers to provide instructional rounds support.)</p> <p>Strategy's Expected Result/Impact: Impact: Increased support for teachers implementing technology, interpreting data, facilitating effective small groups to address students at risk</p> <p>Staff Responsible for Monitoring: PK Curriculum Specialist Principal Mentor teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Funding for substitutes - Not Funded</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identify Balanced Literacy strategies within CIRCLE activity collection, purchase needed classroom instructional materials and implement with 100% fidelity in prekindergarten classrooms by Spring 2024.</p> <p>Strategy's Expected Result/Impact: Result: Increase student Proficiency on EOY CIRCLE Progress Monitoring by using effective classroom instruction in targeted literacy areas.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PK Curriculum Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Classroom instructional and center supplies - SCE - 199 E 11 6399 00 104 0 30 000 - \$1,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will meet in MTSS, group planning sessions and PLCs to analyze and discuss student data with a focus on student improvement and success. Teachers will identify at-risk students and instructional supplies, including technology, needed to assist with student improvement in literacy.</p> <p>Strategy's Expected Result/Impact: Impact: Increase student achievement by improving small group instruction.</p> <p>Staff Responsible for Monitoring: Teachers PK Curriculum Specialist Principal Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1, 2, 3 - Perceptions 2</p> <p>Funding Sources: Classroom Instructional and Center Supplies - Title 1 Part A - 211 11 6399 00 104 3 30 000 - \$487, Technology-SeeSaw renewal - Title 1 Part A - 211 11 6248 00 104 3 30 000 - \$300, Classroom Instructional and Center Supplies - SCE - 199 11 6399 00 104 0 30 000 - \$1,000</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Economically disadvantaged student numbers were at 87.78% campus wide, increasing the need for highly effective teachers, instructional materials, technology and professional development for all staff. **Root Cause:** Caregivers are busy working or going to school and focusing on providing basic needs.

Student Learning

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School Processes & Programs

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Problem Statement 3: Classroom teachers need a thorough understanding of the special education process in order to get students the services and accommodations they need to be successful. **Root Cause:** The special education referral process, including MTSS in a new platform, needs to be understood and followed by teachers to better meet the needs of students.

Perceptions

Problem Statement 2: Behavior issues continue to increase from year to year that require support from parents and specialized staff to assist teachers to improve social emotional skills. **Root Cause:** Lack of effective parenting skills and supporting the teachers, losing specialized staff to assist with severe behavior intervention and data analysis and the negative effects of COVID on social emotional development increase the likelihood of behavior concerns.

Goal 2: Build a foundation of literacy and numeracy

Performance Objective 2: Increase the average number of English and Spanish speaking prekindergarten students who score On Track as measured with CIRCLE EOY reports from 74% to 82% by May 2024 in vocabulary naming.

High Priority

Evaluation Data Sources: CIRCLE Progress Monitoring reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of students will participate in a read aloud every day for enjoyment by Spring 2024. *Books will be purchased by campus for classroom use.</p> <p>Strategy's Expected Result/Impact: Result: Improved vocabulary and auditory comprehension skills</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Scholastic books for classroom library - Title 1 Part A - 211 11 6329 00 104 3 30 000</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize PK Curriculum Specialist and mentor teachers to collaborate with 100% of classroom teachers at least 4 times per school year in individual or PLC setting. (Funding may be utilized to pay subs for mentor teachers to provide instructional rounds support.)</p> <p>Strategy's Expected Result/Impact: Impact: Increased support for teachers implementing technology, interpreting data, facilitating effective small groups to address students at risk</p> <p>Staff Responsible for Monitoring: PK Curriculum Specialist Principal Mentor teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Substitutes for Instructional Rounds - Title 1 Part A - 211 11 6112 00 104 3 30 000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide students with field trip opportunities, either in person or virtual, to increase content knowledge and vocabulary.</p> <p>Strategy's Expected Result/Impact: Increased connections between classroom instruction and real life experiences to allow for long term comprehension of vocabulary terms.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: Field trip entrance fees and busing - Title 1 Part A - 211 11 6412 00 104 3 30 000 - \$3,000</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will meet in MTSS, group planning sessions and PLCs to analyze and discuss student data with a focus on student improvement and success. Teachers will identify at-risk students and instructional supplies, including technology, needed to assist with student improvement in literacy and vocabulary naming.</p> <p>Strategy's Expected Result/Impact: Increase student vocabulary naming.</p> <p>Staff Responsible for Monitoring: PK Curriculum Specialist Teachers Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1, 2, 3 - Perceptions 2</p> <p>Funding Sources: Supplies to support promethean boards - Title 1 Part A - 211 11 6396 00 104 3 30 000 - \$500, Promethean boards for classroom and center use - Title 1 Part A - 211 11 6395 00 104 3 30 000 - \$700, Classroom and center supplies - Title 1 Part A - 211 11 6399 00 104 3 30 000 - \$1,281</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged student numbers were at 87.78% campus wide, increasing the need for highly effective teachers, instructional materials, technology and professional development for all staff. Root Cause: Caregivers are busy working or going to school and focusing on providing basic needs.</p>
Student Learning
<p>Problem Statement 1: End of Year CLI Engage data indicates a 1% decrease in math from MOY testing to EOY for English speaking and remained the same for bilingual students, continuing the need for specific instructional materials, professional development supporting the use of materials in the classroom, field trip opportunities and tutoring for students. Root Cause: Students struggle transferring learned information to the home setting and connecting learned items while in testing situations.</p>
<p>Problem Statement 2: End of Year CLI Engage data indicates an -8% difference between campus and district scores in vocabulary growth from MOY testing to EOY for English students indicating the need for effective instructional books and materials, professional development, field trip opportunities and tutoring. Root Cause: Low SES and at-risk students have short attention spans. Classroom activities and manipulatives must be changed out frequently to keep students engaged.</p>

School Processes & Programs

Problem Statement 1: Early childhood staff require training to use campus technology effectively and incorporate age appropriate strategies into whole and small groups. **Root Cause:** With the focus of technology in the classroom, the early childhood staff need training to integrate devices effectively- Hatch table, Tiggly, ABC Mouse, Smartboard, interactive whiteboards.

Problem Statement 2: Teachers need training and strategies for students with severe behavioral concerns. **Root Cause:** Conscious Discipline training was concluded in the 21-22 school year, but implementation of skills, learning de-escalation techniques and strategies continues, especially for new staff members.

Problem Statement 3: Classroom teachers need a thorough understanding of the special education process in order to get students the services and accommodations they need to be successful. **Root Cause:** The special education referral process, including MTSS in a new platform, needs to be understood and followed by teachers to better meet the needs of students.

Perceptions

Problem Statement 2: Behavior issues continue to increase from year to year that require support from parents and specialized staff to assist teachers to improve social emotional skills. **Root Cause:** Lack of effective parenting skills and supporting the teachers, losing specialized staff to assist with severe behavior intervention and data analysis and the negative effects of COVID on social emotional development increase the likelihood of behavior concerns.

Goal 2: Build a foundation of literacy and numeracy

Performance Objective 3: Increase the average number of English and Spanish speaking prekindergarten students who score On Track as measured with CIRCLE EOY reports from 86% to 90% by May 2024 in math.

High Priority

Evaluation Data Sources: CIRCLE Progress Monitoring reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize PK Curriculum Specialist and mentor teachers to collaborate, in the area of math, with 100% of classroom teachers at least 2 times per school year in individual, group planning or PLC setting. (Funding may be utilized to pay subs for mentor teachers to provide instructional rounds support.)</p> <p>Strategy's Expected Result/Impact: Impact: Increased support for teachers in the area of math when implementing technology, interpreting data, facilitating effective small groups to address students at risk</p> <p>Staff Responsible for Monitoring: PK Curriculum Specialist Principal mentor teachers</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Substitutes for Instructional Rounds - Title 1 Part A - 211 11 6112 00 104 3 30 000</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will meet in MTSS, group planning sessions and PLCs to analyze and discuss student data with a focus on student improvement and success. Teachers will identify at-risk students and instructional supplies, including technology, needed to assist with student improvement in math.</p> <p>Strategy's Expected Result/Impact: Increased support for teachers in the area of math when implementing technology, interpreting data, facilitating effective small groups to address students at risk</p> <p>Staff Responsible for Monitoring: PK Curriculum Specialist Principal mentor teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1</p> <p>Funding Sources: Classroom Instructional and Center Supplies - Title 1 Part A - 211 11 6399 00 104 3 30 000 - \$500, Classroom Instructional and Center Supplies - SCE - 199 E 11 6399 00 104 0 30 000 - \$2,680</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged student numbers were at 87.78% campus wide, increasing the need for highly effective teachers, instructional materials, technology and professional development for all staff. Root Cause: Caregivers are busy working or going to school and focusing on providing basic needs.</p>
Student Learning
<p>Problem Statement 1: End of Year CLI Engage data indicates a 1% decrease in math from MOY testing to EOY for English speaking and remained the same for bilingual students, continuing the need for specific instructional materials, professional development supporting the use of materials in the classroom, field trip opportunities and tutoring for students. Root Cause: Students struggle transferring learned information to the home setting and connecting learned items while in testing situations.</p>
School Processes & Programs
<p>Problem Statement 1: Early childhood staff require training to use campus technology effectively and incorporate age appropriate strategies into whole and small groups. Root Cause: With the focus of technology in the classroom, the early childhood staff need training to integrate devices effectively- Hatch table, Tiggly, ABC Mouse, Smartboard, interactive whiteboards.</p>

School Processes & Programs

Problem Statement 2: Teachers need training and strategies for students with severe behavioral concerns. **Root Cause:** Conscious Discipline training was concluded in the 21-22 school year, but implementation of skills, learning de-escalation techniques and strategies continues, especially for new staff members.

Problem Statement 3: Classroom teachers need a thorough understanding of the special education process in order to get students the services and accommodations they need to be successful. **Root Cause:** The special education referral process, including MTSS in a new platform, needs to be understood and followed by teachers to better meet the needs of students.

Perceptions

Problem Statement 1: A large percentage of parents are unaware of the importance of their involvement with school events and classroom behavior and academic issues to promote student achievement and emotional success. **Root Cause:** Parents expect teachers to take care of their children at school and do not prioritize parent meetings.

Goal 3: Connect high school to career and college

Performance Objective 1: Increase parent participation in monthly Conscious Discipline, Math or Literacy Night family engagement activities from an average of 50 parents to 65 parents each month by May 2024.

Evaluation Data Sources: Parent surveys, Comments on Brook Village Facebook page

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Brook Village will host Conscious Discipline Parent Engagement Activities, Math Night and Literacy Night for children and families to participate in together.</p> <p>Strategy's Expected Result/Impact: Result: Parents will understand the importance of the school-home connection and they play an important role in the success of their child in school.</p> <p>Staff Responsible for Monitoring: Counselor Principal</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Snacks - Title 1 Part A - 211 E 61 6499 00 104 3 30 215 - \$350, Supplies - Title 1 Part A - 211 E 61 6399 00 104 3 30 215 - \$563</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>Strategy's Expected Result/Impact: Result: Parents will understand the importance of the school-home connection and they play an important role in the success of their child in school.</p> <p>Staff Responsible for Monitoring: Principal Site Based Team members</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: A large percentage of parents are unaware of the importance of their involvement with school events and classroom behavior and academic issues to promote student achievement and emotional success. Root Cause: Parents expect teachers to take care of their children at school and do not prioritize parent meetings.</p> <p>Problem Statement 2: Behavior issues continue to increase from year to year that require support from parents and specialized staff to assist teachers to improve social emotional skills. Root Cause: Lack of effective parenting skills and supporting the teachers, losing specialized staff to assist with severe behavior intervention and data analysis and the negative effects of COVID on social emotional development increase the likelihood of behavior concerns.</p>

Goal 4: Improve low performing schools

Performance Objective 1: Improve classroom Tier 2 instruction to lower number of students identified as at-risk due to CIRCLE EOY data from 85 to 50 by May 2024.

High Priority

Evaluation Data Sources: MTSS referrals
CIRCLE Progress Monitoring reports- BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will identify and monitor students who are at-risk, based on CIRCLE data, and provide remediation for these students through counseling, tutoring and small group instruction.</p> <p>*Title & SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p>Strategy's Expected Result/Impact: Impact: Decrease the number of students identified as at-risk. Increase student achievement on MOY and EOY Progress Monitoring.</p> <p>Staff Responsible for Monitoring: Tutors Teachers Counselor Principal Assistant Principal</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 3</p> <p>Funding Sources: qualified tutors - Title 1 Part A - 211 11 6118 67 104 3 30 000 - \$600, Salaries & Benefits- SCE - Title 1 Part A - 199 11 6118 67 104 3 30 000 - \$3,000</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p> <p>Strategy's Expected Result/Impact: Impact: Identify, address the needs for and decrease the number of students identified as at-risk. Increase student achievement on MOY and EOY Progress Monitoring.</p> <p>Staff Responsible for Monitoring: Counselor Principal Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged student numbers were at 87.78% campus wide, increasing the need for highly effective teachers, instructional materials, technology and professional development for all staff. Root Cause: Caregivers are busy working or going to school and focusing on providing basic needs.</p>
<p>Problem Statement 2: The attendance rate at 95.3%, slightly less than the desired district average of 96%. Root Cause: Families are not familiar with district attendance procedures, which is made more difficult without having a full time campus clerk.</p>
Student Learning
<p>Problem Statement 1: End of Year CLI Engage data indicates a 1% decrease in math from MOY testing to EOY for English speaking and remained the same for bilingual students, continuing the need for specific instructional materials, professional development supporting the use of materials in the classroom, field trip opportunities and tutoring for students. Root Cause: Students struggle transferring learned information to the home setting and connecting learned items while in testing situations.</p>
<p>Problem Statement 2: End of Year CLI Engage data indicates an -8% difference between campus and district scores in vocabulary growth from MOY testing to EOY for English students indicating the need for effective instructional books and materials, professional development, field trip opportunities and tutoring. Root Cause: Low SES and at-risk students have short attention spans. Classroom activities and manipulatives must be changed out frequently to keep students engaged.</p>

School Processes & Programs

Problem Statement 1: Early childhood staff require training to use campus technology effectively and incorporate age appropriate strategies into whole and small groups. **Root Cause:** With the focus of technology in the classroom, the early childhood staff need training to integrate devices effectively- Hatch table, Tiggly, ABC Mouse, Smartboard, interactive whiteboards.

Problem Statement 2: Teachers need training and strategies for students with severe behavioral concerns. **Root Cause:** Conscious Discipline training was concluded in the 21-22 school year, but implementation of skills, learning de-escalation techniques and strategies continues, especially for new staff members.

Problem Statement 3: Classroom teachers need a thorough understanding of the special education process in order to get students the services and accommodations they need to be successful. **Root Cause:** The special education referral process, including MTSS in a new platform, needs to be understood and followed by teachers to better meet the needs of students.

Goal 4: Improve low performing schools

Performance Objective 2: Increase overall campus attendance rate from 95.3% to 96% by May 2024.

High Priority

Evaluation Data Sources: campus Skyward reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will identify and monitor students with chronic absences and tardies. Consistent and early intervention strategies will be utilized.</p> <p>Strategy's Expected Result/Impact: Result: Parents understand campus attendance procedures and work to get students to school on time and bring notes for absences.</p> <p>Staff Responsible for Monitoring: Campus office staff District Attendance office staff Principal Counselor</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>*Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the PK Guidelines and to meet the state performance standards.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: *Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>*Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Economically disadvantaged student numbers were at 87.78% campus wide, increasing the need for highly effective teachers, instructional materials, technology and professional development for all staff. **Root Cause:** Caregivers are busy working or going to school and focusing on providing basic needs.

Problem Statement 2: The attendance rate at 95.3%, slightly less than the desired district average of 96%. **Root Cause:** Families are not familiar with district attendance procedures, which is made more difficult without having a full time campus clerk.

Student Learning

Problem Statement 2: End of Year CLI Engage data indicates an -8% difference between campus and district scores in vocabulary growth from MOY testing to EOY for English students indicating the need for effective instructional books and materials, professional development, field trip opportunities and tutoring. **Root Cause:** Low SES and at-risk students have short attention spans. Classroom activities and manipulatives must be changed out frequently to keep students engaged.

School Processes & Programs

Problem Statement 2: Teachers need training and strategies for students with severe behavioral concerns. **Root Cause:** Conscious Discipline training was concluded in the 21-22 school year, but implementation of skills, learning de-escalation techniques and strategies continues, especially for new staff members.

State Compensatory

Budget for Brook Village Early Childhood Ctr

Total SCE Funds: \$6,320.00

Total FTEs Funded by SCE: 0.5

Brief Description of SCE Services and/or Programs

Tutoring, supplies, staff

Personnel for Brook Village Early Childhood Ctr

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Espinoza, Vanessa	Aide	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cabe, Angie	Aide	School Wide	.25
Curry, Debbie	Teacher	School Wide	.25
Espinoza, Vanessa	Aide	School Wide	.25
Fox, Elise	Teacher	School Wide	.25
Patrick, Tabitha	Instructional Aide	School Wide	1

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	identified staff		\$0.00
1	1	3	Staff travel for PD	211 13 6411 00 104 3 30 000	\$1,000.00
1	1	3	conference registrations	211 13 6299 00 104 3 30 000	\$1,000.00
2	1	3	Classroom Instructional and Center Supplies	211 11 6399 00 104 3 30 000	\$487.00
2	1	3	Technology- SeeSaw renewal	211 11 6248 00 104 3 30 000	\$300.00
2	2	1	Scholastic books for classroom library	211 11 6329 00 104 3 30 000	\$0.00
2	2	2	Substitutues for Instructional Rounds	211 11 6112 00 104 3 30 000	\$0.00
2	2	3	Field trip entrance fees and busing	211 11 6412 00 104 3 30 000	\$3,000.00
2	2	4	Classroom and center supplies	211 11 6399 00 104 3 30 000	\$1,281.00
2	2	4	Supplies to support promethean boards	211 11 6396 00 104 3 30 000	\$500.00
2	2	4	Promethean boards for classroom and center use	211 11 6395 00 104 3 30 000	\$700.00
2	3	1	Substitutes for Instructional Rounds	211 11 6112 00 104 3 30 000	\$0.00
2	3	2	Classroom Instructional and Center Supplies	211 11 6399 00 104 3 30 000	\$500.00
3	1	1	Supplies	211 E 61 6399 00 104 3 30 215	\$563.00
3	1	1	Snacks	211 E 61 6499 00 104 3 30 215	\$350.00
4	1	1	Salaries & Benefits- SCE	199 11 6118 67 104 3 30 000	\$3,000.00
4	1	1	qualified tutors	211 11 6118 67 104 3 30 000	\$600.00
Sub-Total					\$13,281.00
Budgeted Fund Source Amount					\$99,475.00
+/- Difference					\$86,194.00
Grand Total Budgeted					\$99,475.00
Grand Total Spent					\$13,281.00
+/- Difference					\$86,194.00

Addendums

2022-23 Title I Campus Budget

Brook Village Letitia Willis

Estimated 2022-23 Title I Budget Allocation: \$67,153

Estimated Discretionary Funds: **\$32,322**

Total **\$99,475**

Account Code									
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	104	3	30	000	\$800	Substitutes
211	11	6118	67	104	3	30	000	\$7,472	Tutoring
211	11	6118	00	104	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	104	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	104	3	30	000	\$43,153	Teacher Salaries, Stipends & Benefits
211	11	6129	00	104	3	30	000	\$24,000	Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	104	3	30	000		Region Esc Services
211	11	6248	00	104	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	104	3	30	000	\$300	On-line services/Maint agreements
211	34	6294	67	104	3	30	000		Student busing for tutorials
211	11	6297	00	104	3	30	000		Printing
211	11	6299	00	104	3	30	000		Contracted Services - For Students
211	13	6299	00	104	3	30	000	\$1,100	Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	104	3	30	000	\$3,000	Instructional Reading materials/books
211	11	6339	00	104	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	104	3	30	000		Technology
211	11	6396	00	104	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	104	3	30	000		Software/Licenses
211	11	6399	00	104	3	30	000	\$12,500	Instructional classroom supplies/materials
Travel:									
211	13	6411	00	104	3	30	000	\$1,100	Teacher Staff Development Travel (not registration)
211	11	6412	00	104	3	30	000	\$5,500	Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$99,475	
Remaining Funds to Allocate:								\$0	

Parent & Family Engagement (PFE):								\$856	
211	61	6239	00	104	3	30	215		<i>PFE Region Service Center Fees (Conference registration)</i>
211	61	6299	00	104	3	30	215		<i>PFE Contracted Services</i>
211	61	6297	00	104	3	30	215		<i>PFE Printing</i>
211	61	6399	00	104	3	30	215	\$506	<i>PFE Supplies</i>
211	61	6411	00	104	3	30	215		<i>PFE Travel Expenses for Conferences</i>
211	61	6499	00	104	3	30	215	\$350	<i>PFE Snacks</i>
TOTALS								\$856	
Remaining Funds to Allocate:								\$0	

Non-transferrable: Encumbered Non-transferrable: Must remain in PFE

Principal Signature: *Letitia Willis*
 Date: 8-18-22