

Pflugerville Independent School District
Brookhollow Elementary School
2024-2025 Campus Improvement Plan



Board Approval Date: October 17, 2024
Public Presentation Date: September 25, 2024

Mission Statement

To provide a meaningful education experience for each student through our commitment to academic excellence and the development of interpersonal relationships in a safe and nurturing environment.

Vision

Brookhollow Elementary believes that every child, no matter how gifted or challenged, will be equally valued in an education system where the progress of every child is monitored and given individualized support.

Core Beliefs

Brookhollow Elementary will form collaborative relationships with families, communities, local businesses, and agencies to help guide the students to success.

Teachers and parents will encourage students to become disciplined lifelong learners who will be prepared to solve problems through creative and critical thinking.

Teachers will design instruction that will guide the students toward active participation in meaningful work for post-secondary readiness.

Brookhollow will be a positive, safe, and healthy environment for all children and staff.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brookhollow Elementary is nearing its 30th anniversary, having opened in the fall of 1995. The school is located in an established neighborhood where many families choose to stay long after their children graduate from high school.

Despite the area's long-term residents, Brookhollow Elementary experiences a high percentage of enrollment from new families, largely due to the construction of new apartments and rental homes in the vicinity.

The school's mobility rate stands at 19%, 35% higher than the district average and 14% higher than the state average. This indicates a significant level of student turnover throughout the year, driven by the influx of families moving in and out of the area.

This mix of long-term residents and newly arrived families gives Brookhollow a dynamic and diverse student population.

Students

The student population of Brookhollow Elementary consists of 40% Hispanic, 61% White, 22% African American, 8% identifying as Two or More Races, and 7% Asian.

Student Demographics - Brookhollow Elementary School (Source: OnDataSuite)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	449	387	389	387	400
African American	15.4%	18.9%	15.2%	16.0%	22%
Hispanic	38.1%	38.2%	42.9%	41.6%	40%
White	29.8%	29.5%	29.1%	27.7%	61%
American Indian	0.2%	0.3%	0.3%	0.0%	1%
Asian	7.1%	6.7%	6.4%	6.5%	7%
Pacific Islander	1.6%	0.0%	0.0%	0.3%	.5%
Two or More Races	7.8%	6.5%	6.2%	8.0%	8%

Brookhollow is a Title-I Schoolwide campus with 52% of students identified as economically disadvantaged in 2024. Emergent Bilingual comprise about 10% of students, 17% of students receive special education services, 54% are identified as At-Risk and 5.4% as Gifted and Talented. Over the past 5 years, there has been a steady increase each year in students receiving dyslexia services.

Student Special Program Identification/Participation - Brookhollow Elementary School (Source: TAPR & OnDataSuite)				
	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	49.4%	45.7%	49.1%	52%
Emergent Bilingual	9.1%	11.9%	10.3%	9.6%
At-Risk	45.2%	58.7%	53.4%	24.3%
Special Education	15.6%	16.8%	16.5%	19.1%
Gifted & Talented	4.7%	4.9%	5.4%	7.8%
Dyslexia	5.8%	7.2%	7.2%	7.8%
Section 504	6.2%	7.0%	5.4%	6.2%
Immigrant	0.7%	1.0%	0.8%	2.3%
Homeless	0.5%	1.3%	1.0%	0.0%
Migrant	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	13.3%	19.7%	16%	19%

Staff

Brookhollow strives to meet the needs of our diverse populations by creating a climate of highly qualified staff that mirrors the culture of our students to the greatest extent. The number of Hispanic teachers continues to increased according to our district campus staffing report for 23-24.

Teacher Demographics - Brookhollow Elementary School (Source: TAPR)						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Teachers	35.4	34.6	37.1	34.9	31.3	(will be reported 2024-2025 TAPR)
African American	8.5%	10.8%	10.8%	14.2%	6.4%	
Hispanic	5.7%	5.8%	8.1%	8.6%	15.9%	
White	80.2%	80.5%	75.7%	74.3%	74.5%	
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	
Two or More Races	5.7%	2.9%	5.4%	2.9%	3.2%	

Overall, our educators had varying levels of professional experience: 10% were new to teaching, 22% with 1-5 years experience, 20% with 6-10 years experience, 26% with 11-20 years experience, and 22% with over 20 years experience.

Teachers by Years of Experience - Brookhollow Elementary School (Source: TAPR)						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	17.0%	5.1%	2.7%	8.5%	9.6%	9%
1-5 Years Experience	28.8%	31.7%	37.4%	31.5%	22.4%	
6-10 Years Experience	8.5%	11.6%	16.8%	12.3%	20.1%	
11-20 Years Experience	38.2%	40.0%	29.7%	31.5%	25.6%	
Over 20 Years of Experience	7.6%	11.5%	13.5%	16.2%	22.4%	

Demographics Strengths

With the increasing diversity among our student population and special education population equal to the average of our campus comparison group, Brookhollow is reflective of society as a whole. Our students develop lifelong skills and an ability to collaborate with peers from various backgrounds. We believe we are equipping young learners to collaborate with various cultures and abilities. We find that Brookhollow Elementary students are accepting of new students regardless of race, ethnicity, and needs. Moreover, we continue to see a decrease in our discipline referrals and an increase in participation in school leadership and social and emotional programs. Brookhollow serves the following neighborhoods, Brookhollow, Bohls, Saxony, Katymead, Swenson Farm, and multi-family living units.

Brookhollow Elementary has many demographic strengths. Some of the most notable demographic strengths include:

- The student population consists of many ethnic and cultural backgrounds
- Inclusiveness
- Teachers are required to be ESL-certified
- We actively recruit and seek out highly qualified staff by attending job fairs
- We have increased the number of minority and male staff to align with our student demographics

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 34% of Brookhollow Elementary classroom teachers are within the first 0-4 years of teaching. **Root Cause:** There is a national teacher shortage and schools are challenged to meet the needs following the pandemic shutdown. Certification is not required to teach in a classroom, and new staff are inadequately prepared for the teaching profession.

Problem Statement 2 (Prioritized): Brookhollow Elementary has experienced a challenge in retaining highly qualified teachers, as indicated by the 2023-2024 district staffing roster and Ondata suite. **Root Cause:** The decrease in enrollment at Brookhollow Elementary has led to an increase in additional duties for individual teachers. This added workload has contributed to job dissatisfaction, making it difficult to retain teachers in smaller schools, where the demands on staff are disproportionately higher.

Problem Statement 3 (Prioritized): Brookhollow Elementary teachers have identified gaps in targeted professional development opportunities, which limit their ability to enhance instructional practices and address the diverse needs of students. This lack of ongoing, relevant training has contributed to stagnation in teacher growth and instructional effectiveness according to the 2023-2024 upbeat survey and PLC action plans. **Root Cause:** A lack of focus during PLC meetings, stemming from the absence of an instructional coach for the

first time, has led to misalignment in the use of high-quality instructional materials and hindered collaborative planning effort

Student Learning

Student Learning Summary

Brookhollow Elementary's administration, support staff, and teachers evaluate student data following each assessment. Professional Learning Communities analyze trends in student achievement by assessing the outcomes of our targeted student groups. The campus conducts meetings with teachers to desegregate student data to identify students' strengths and weaknesses, determine specific concerns, and develop a plan of action.

2024 Accountability Ratings

All other formative and summative assessments through the end of the year. Brookhollow Elementary entered the 24-25 school year with an unknown TEA Accountability final overall rating. The 24-25 TEA accountability ratings in the following Domains are Domain I: 75; Domain IIA: 79, Domain IIB72; Domain III: 78, overall rating: C.

While we are proud to have made great progress towards closing learning gaps aligned to the state standard last year, we know there is much work to be done. On 2024 STAAR, the following scores for all grades show the percentage at the Approaches, Meets, and Masters Grade Level Standard and the change from the 2023 - 2024 school year. Grade 3 has shown improvements in Math. Where 4th and 5th grade decreased from 2023-2024.

STAAR Math 2021 to 2024 Comparison

3rd Math 2024	Approaches	Meets	Masters
Campus	64%	38%	16%
3rd Math 2023	Approaches	Meets	Masters
Campus	53%	21%	8%
3rd Math 2022	Approaches	Meets	Masters
Campus	65%	42%	22%
3rd Math 2021	Approaches	Meets	Masters
Campus	49%	17%	4%

When comparing 3rd-grade STAAR Math results from 2021 to 2024, the outcomes increased of more students performing above grade level in 2024 by 23% at Meets, and 5% at the Masters Level.

4th Math 2024	Approaches	Meets	Masters
Campus	52%	28%	13%
4th Math 2023	Approaches	Meets	Masters
Campus	58%	30%	13%
4th Math 2022	Approaches	Meets	Masters

4th Math 2024	Approaches	Meets	Masters
Campus	71%	28%	5%
4th Math 2021	Approaches	Meets	Masters
Campus	56%	31%	14%

Analysis of the STAAR math results for 4th graders from 2021 to 2024 highlights a pattern of inconsistency at the "Meets" level, with a 2% fluctuation, while the "Masters" level has remained stagnant at 13%. This data suggests that a significant portion of 4th-grade students are not reaching the higher proficiency level needed for the "Master" level, and additional support or targeted interventions in math may be necessary to help them improve.

5th Math 2024	Approaches	Meets	Masters
Campus	83%	60%	23%
5th Math 2023	Approaches	Meets	Masters
Campus	93%	53%	16%
5th Math 2022	Approaches	Meets	Masters
Campus	79%	33%	16%
5th Math 2021	Approaches	Meets	Masters
Campus	72%	45%	30%

When comparing 5th-grade STAAR math results from 2023 to 2024, 11% fewer students performed on grade level in 2024. There was an increase at the Meets level by 12% and the Masters level increased by 36% as well. This indicates that most students are performing on grade level and almost half of the 5th graders should continue the rigorous instructional math to reach the Masters level.

This section provides information on student achievement on the 2023-2024 STAAR assessments for mathematics, reading/ELA, and science at the Approaches and Meets levels. These results include all student groups tested.

Brookhollow Elementary: Student Groups - STAAR Performance for 2023-2024									
Student Groups	Reading			Math			Science		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %
All Students	77	53	26	64	44	18	63	35	18
African American	67	41	15	69	35	4	14	0	0
Hispanic	71	48	23	61	33	13	63	28	13
White	92	67	31	81	66	26	82	53	29
Asian	81	50	38	81	69	44	67	50	33
Two or More Races	81	63	38	56	31	19	67	44	22

Brookhollow Elementary: Student Groups - STAAR Performance for 2023-2024									
Economically Disadvantaged	65	29	17	51	26	9	63	33	17
Special Education(current)	40	14	9	32	18	6	43	14	7
Emergent Bilingual	62	33	14	62	33	10	67	50	17

2023-2024 Star 360 Math

In reviewing Math performance levels:

- There was a significant increase in the percentage of Grade 3 students scoring at the At/Above benchmark level when comparing student progress from BOY at 52% to EOY at 59% a change of 12%.
- There was a significant increase in the percentage of Grade 4 students scoring at the At/Above benchmark level when comparing student progress from BOY at 64% to EOY at 82% a change of 24%.
- There was a significant increase in the percentage of Grade 5 students scoring at the At/Above benchmark level when comparing student progress from BOY at 79% to EOY at 91% a change of 14%

Primary Math performance levels

- TxKEA Kinder: There was an increase in the percentage of Grade Kindergarten scoring On Track level when comparing student progress from BOY at 40% to EOY at 74% a change of 34%
- Star 360 First: There was an increase in the percentage of Grade First scoring On Track level when comparing student progress from BOY at 38 % to EOY at 76 % a change of 66%
- Star 360 Second: There was an increase in the percentage of Grade Second scoring On Track level when comparing student progress from BOY at 49% to EOY at 81% a change of 49%

2023-2024 Star 360 Reading

In reviewing Reading performance levels:

- There was no significant increase in the percentage of Grade 3 students scoring at the At/Above benchmark level when comparing student progress from BOY at 56% to EOY at 56% -0%.
- There was a significant increase in the percentage of Grade 4 students scoring at the At/Above benchmark level when comparing student progress from BOY at 46% to EOY at 51% a change of +5%.
- There was a significant increase in the percentage of Grade 5 students scoring at the At/Above benchmark level when comparing student progress from BOY at 53% to EOY at 55% +2%.

Primary Reading Performance Levels:

- TxKea Kinder: There was an increase in the percentage of Grade Kindergarten scoring at the On Track performance level when comparing student progress on Decoding: BOY at 19% to EOY at 50% a change of 31% and Blending BOY 48%to EOY 60% a change of 12%.

- TPRI First: There was an increase in the percentage of Grade First scoring at the On Track performance level when comparing student progress from BOY to EOY at 74%
- TPRI Second: There was an increase in the percentage of Grade Second scoring at the On Track performance level when comparing student progress from BOY to EOY at 42%

Student Learning Strengths

Brookhollow Elementary has created a system that focuses on interventions using teachers and support staff to meet the needs of all students by being specifically and strategically assigned to groups aligned to data-driven instructional needs, as well as to ensure that all students make growth.

Brookhollow has many strengths:

- We have tiered reading courses in Grades K-5 with two full-time literacy intervention teachers to ensure our students become fluent readers
- We have 1.5 campus Literacy Dyslexia teachers who analyze data to support students and staff, provide small group and one-on-one instruction to some of our lowest readers and highest need Section 504 students, and sit on the Instructional Leadership Team.
- Over Eight Years of implementation of the Professional Learning Community philosophy which takes place every week where grade-level teachers collaborate and create action plans to leverage the teaching and learning for all students.
- More than three-fourths of Brookhollow Elementary students are on grade level or are consistently growing as evidenced by universal screener reading assessments, district math

assessment scores, and other formative academic measures.

When students in grades K - 5 are not showing growth, student progress is discussed within PLC (professional learning communities) throughout the year to identify strategies and resources for the classroom or intervention.

Students needing additional intervention in academics or behavior are supported through the campus MTSS (Multi-tiered support system) process.

2023-2024 Star360 Math

- There was a significant increase in the percentage of Grade 4 students scoring at the At/Above benchmark level when comparing student progress from BOY at 64% to EOY at 82 %.
- There was a significant increase in the percentage of Grade 5 students scoring at the At/Above benchmark level when comparing student progress from BOY at 79% to EOY at 91%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): BES 2023-2024 metrics suggest students struggle with critical thinking across grade levels. **Root Cause:** Targeted student group instructional support for high-quality Tier 1 classroom instruction and intervention for all students.

Problem Statement 2 (Prioritized): Deep analysis of the 2023 and 2024 Star 360 data by grade level and by each student group revealed variances among student groups on

campus. For 2024 Closing the Gaps, targets are projected to be missed across student groups. **Root Cause:** Inconsistent knowledge of the purpose and use of assessments has led to lack of aligned interventions and strategies for meeting the specific needs of all learners.

Problem Statement 3 (Prioritized): In analyzing our students' End of Year Independent Reading Levels for May 2024 compared to May 2023, although progressing, BES continues to have students who were promoted to the next grade level NOT on the expected reading level. **Root Cause:** Again, Brookhollow Elementary is lacking high-quality teaching and learning aligned to the Science of Reading.

Problem Statement 4 (Prioritized): For Academic Achievement RLA High Focus Group: Economically Disadvantage, Special Education, Foster, Migrant, Emergent Bilingual, and Homeless did not meet the Closing of the Gap interim target for STAAR 2024 Meets level. **Root Cause:** 37% is the target of the academic achievement at the Meets level for RLA 2024 STAAR test and Brookhollow Elementary results showed 31%.

Problem Statement 5 (Prioritized): Brookhollow Elementary all groups including the High Focus Groups did not meet Closing of the Gap math interim targets at the Meets level according to the Math STAAR 2024 results. **Root Cause:** Although there was an increase in performance for all student groups at the Meets level from prior year 2023, academic achievement was not successful for all groups as shown by the 2024 STAAR Results

Problem Statement 6 (Prioritized): Based on the Brookhollow Elementary Response To Intervention Agenda for the 23-24 school year, data shows an increase in African American and Hispanic male students needing intervention. **Root Cause:** As our student population changes our instruction and systems of support will need to change or be modified in order to address individual student needs and to accommodate the diverse cultures represented at Brookhollow Elementary.

Problem Statement 7 (Prioritized): According to the Spring 2024 Reading STAAR, the percentage of 3rd - 5th grade: Asian, Special Education, and Eco Dis students were below the overall target score for Meets Grade Level and Masters. Overall (53%) at Meets and above. Asian (50%), Eco Dis (29%), and Special Education (14%). **Root Cause:** Students are moving from grade level to grade level without the intensive instruction geared toward increasing literacy skills, with an emphasis on foundational skills. There is a lack of a consistent systematic approach toward literacy instruction and a lack of data (progress monitoring scores, anecdotal notes, monitoring notes, next step for students)

Problem Statement 8 (Prioritized): According to the Spring 2024 Math STAAR, the percentage of 3rd - 5th grade: Two or More Races, Hispanic, and Eco Dis students were below the overall scoring Meets Grade Level and Masters. Overall (44%) at Meets and above. Two or More (31%), Eco Dis (26%), Hispanic (33%). BES missed 2024 Closing the Gaps targets for All students, Hispanic students, and our High Focus students. **Root Cause:** Students are coming in without the prerequisite skills needed in math. Lack of knowledge of the systems and protocols that can be used to analyze math data from unit assessments in the primary grades. There is no consistency in pulling small guided math groups.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction utilized by Brookhollow Elementary is aligned with the Texas Essential Knowledge and Skills (TEKS). A focus on developing future-ready learners has continued to be a goal for our students and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student-led instruction, problem-solving skills, and cooperative learning.

At Brookhollow Elementary, our focus is student progress. Teachers monitor the progress of all students, more frequently assessing those students identified by our Problem-Solving Support Team (PSST) as at-risk and in need of additional support. Instructional staff meets with the PSST during regularly scheduled meetings to document progress and make revisions to students' intervention plans as determined through examination of all available data. Teachers and staff also partner with parents/guardians in an effort to provide universal support for students.

Our school believes that employing high-quality, talented staff is essential for student academic growth. Teachers at Brookhollow Elementary attend collaborative professional development sessions throughout the year. The professional development is based upon the needs identified in this improvement plan. Collaborative sessions/training are provided by our own educators, instructional coaches, campus administration, district-level specialists, and out-of-district conferences/workshops. In addition to professional development, weekly grade-level collaborations/planning and long-range planning/training will reinforce what educators are learning. Our new staff members are mentored by several campus master teachers weekly through collaborative conversations/modeling. Brookhollow continues to maintain a forward movement in maintaining and hiring qualified and highly effective staff. Personnel will be recruited, developed, and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

Brookhollow Elementary continues to have a strong Parent Teacher Organization (PTO) with the majority of our support coming from donations and involvement in our events and activities.

The Brookhollow Elementary master schedule is built with identified intervention times for Early Childhood learning through 5th grade. The intervention team, including reading and math interventionists, classroom teachers, and other available personnel, provide targeted instruction for students to strengthen identified skills during this time. Teachers and students monitor learning progress during intervention through a variety of data gathering tools and techniques. Interventionists also provide instructional coaching for classroom teachers, providing additional research-based skills and strategies to implement for student progress.

In grades kindergarten through fifth, ELA teachers implement a balanced literacy approach to ensure that students are receiving small group instruction on their reading levels based on the Universal Screener used in each grade level. Our district's Universal Screener, Star 360 Math - 1-5th grade, Star 360 Reading - 3-5th grade, TPRI - 1-2nd grade, Tx-Kea - Kindergarten and C-PALS for PK, is utilized regularly to monitor students' progress in reading and Math. Teacher teams are given the flexibility to cluster students in reading and math in order to provide a guided/balanced approach to instruction based on the student individual needs in small group instruction. Teachers in grades K-2 implement a 30 to 40 minute literacy block in which students are grouped across the grade level, and all grade level teachers share the responsibility of instruction and progress monitoring for these students. This has proven to be a successful structure to address student needs.

Science of Reading (Reading Academy), vocabulary interactive walls, Mentoring Minds, Effective School Framework, Math Workshops, Campus Improvement Plan workshop, Professional Learning Communities, technology integration and Lead4ward are just a few of our curriculum and instruction programs and strategies which are a part of an ongoing process designed to ensure a guaranteed and viable curriculum. All has been phased in to ensure that students are able to utilize their knowledge to apply problem solving skills to present their learning in real world applications. Students are engaged in this approach to learning and utilize inquiry to drive instruction and learning opportunities. The EB program uses the academic and cultural experience of the student as a platform to provide the appropriate level of instruction in English.

Technology plays a critical role in all learning processes. The campus goal is for all students, K-5, to create products using available technology. Teachers are encouraged to utilize technology from the Technology Department by receiving program badges for modeling the use of instruction programs. District tech specialists also consult and partner with instructional staff to explore ways to enhance learning through technology integration.

The Gifted/Talented Enrichment Program is embedded in the classroom for K-5th graders. The students experience presentations and work on individual projects. In the spring, students showcase their projects with other GT students in the district. Parents are also invited to view students' projects. Kindergarten through fifth grade GT-identified students are also served by their classroom teachers.

Brookhollow Elementary's annual attendance summary was 94.4% of students present this past year according to the 2023-2024 Skyward data. An increase from the year 2022-2023 and 2021-2022. Brookhollow Elementary has experienced a decline in its chronic absenteeism rate, as reported by our district's PEIMS data warehouse. The rate was 25.3% in 2021-2022, 21.1% in 2022-2023, and improved to 20.4% in 2023-2024.

School Processes & Programs Strengths

The Problem Solving Support Team (PSST) process has been refined and is an effective way to track student progress and make plans for intervention.

Instructional staff collaborate within and across grade level teams to enhance instruction through our Professional Learning Communities (PLCs). Instructional staff also collaborate with other district staff to share ideas.

An increase in our technology application for student-centered learning across grade level are being implemented as learning tools, and instructional staff are collaborating with district technology specialists to enhance integration.

Teachers at Brookhollow are empowered to take on leadership roles, including team leader, committee chairs, and activity sponsors.

Administration continues to support the staff with ongoing rewards, and recognition, as well as leadership opportunities such as Grade Level Leaders, Campus Academic Advisory Committee (CAAC) members, leading professional development opportunities, and teachers lead teacher committees. Staff also have opportunities to participate in conferences including Curriculum Writing, Response to Intervention, Math Workshop, Reading Academy, Science in Reading, Understanding Data Driven Instruction, MakerSpace, and Dyslexia training, Discipline in Literacy all in order to retain highly qualified teachers.

Through Professional Learning Communities, teachers at Brookhollow are gaining the knowledge and skills to disaggregate and analyze student data utilizing Student Tracking, Data Walls, the Data Wise process aligned with Star 360, Early Literacy, and STAAR assessments to identify needs for individual students.

Brookhollow prides itself on encouraging our students to be leaders of the community.

Professional Development planning begins after we complete our March formative review through our Campus Academic and Advisory Committee (CAAC). CAAC begins a Campus Needs Assessment based on discussions, teacher, parent, and student surveys, achievement data, climate and social-emotional data to decide our next steps in moving the campus community and student achievement growth forward. Cultural Competence, Restorative Practice, DBQ, Technology, ECR and SCR, Reading Academy, Bloomberg, T-TESS, Conscious Discipline, PBIS/MTSS, Interactive Vocabulary Walls for Science, and PLCs were a huge part of Brookhollow's Wednesday staff developments during the 2024-2025 school year that impacted growth for our students and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Ensuring the ability to enrich, extend, and intervene in student learning with an increase in teacher expertise through Professional Learning Community system. **Root Cause:** Staff members need access and support to extend instructional practices.

Problem Statement 2 (Prioritized): Brookhollow Elementary's annual attendance summary was 94% of students present this past year according to 2023-2024 Skyward data. **Root Cause:** Student absenteeism is complex and includes a variety of factors. Students may be experiencing barriers to attending or engaging in school.

Problem Statement 3 (Prioritized): Parent involvement and student achievement have decreased in the last five years. **Root Cause:** 2022 through 2024 Upbeat Data including school event sign-in documents suggest that Brookhollow Elementary will need to build bridges of communication and work to remove cultural or linguistic barriers or other obstacles that can impede the home and school from working together.

Perceptions

Perceptions Summary

Brookhollow Elementary is a school of about 400 students and 56 staff. Brookhollow passionately serves the community and the area around it. We work closely with Pflugerville Community Church, Texas Road House, Watch DOGS, the National Honor Society for both PHS and HHS, The City of Pflugerville, BES Parent Teacher Organization, Girlstart, Pflugerville High School PALS, Pflugerville Education Foundation, Hendrickson High School Ready Set Teach, BES no Place for Hate: "Pay it Forward" program with Pflugerville High School and Hendrickson High School Athletic Department and other local community members. We also passionately serve our community and neighbors as well.

Communication is key and what Brookhollow strives to do well and better each and every year. We send home monthly reminders and communicate via Parent Link, Facebook, Twitter, and the BES website. Teachers also communicate weekly with parents via newsletters, email, dojo and class tag.

At Brookhollow, students' needs are put first. BES discipline data shows referrals are consistently low for the last five school years. BES implements Positive Behavior Intervention Support and has systems such as Restorative Practices for intervening with behavior (counseling, PSST, peer mediation). BES will continue to implement these strategies.

Our discipline data reflected there are disproportionate numbers of referrals for Hispanic and Black students compared to other races, as well as for boys compared to girls.

Safety is a top priority at BES and we hold monthly evacuation drills (reported at 100%) and annual lock-down and shelter-in-place drills. The Emergency Operation Plan is up to date and a Safety Team is established. The safety team meets twice a year to ensure all students and staff are safe at BES.

Each year, the district sends out various community surveys such as Upbeat and BES PBIS survey to students and staff. The survey results are analyzed to determine the needs of the campus in all organizational areas.

According to the Upbeat climate survey from the Spring of 2023-2024 school year, ____ of the staff feel safe working at BES. Overall, ____ of the staff are satisfied with the direction of Brookhollow Elementary.

Our attendance rate for the 2023-2024 school year was 94%.

Perceptions Strengths

- Safety drills are 100% enforced
- Discipline data is down
- ____ of the staff report that they like the work they do and are held to high standards
- Restorative Practice continues to be focused on student overall safety and a positive climate
- We continue to review our family engagement systems to keep parents aware of how they can become involved

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Spring 2024 Upbeat survey results show that 82% of BES staff participated in the school climate survey--an increase from the Fall of 2023.

Root Cause: Staff perception that the Brookhollow school community is aware and has all knowledge and purpose of the Upbeat survey is insufficient.

Problem Statement 2 (Prioritized): Based on the Parent Community communication suggest there is still a small percentage of students and families who feel that students do not build meaningful relationships with adults on campus. **Root Cause:** A lack of focus to communicate the efforts of building relationships and social-emotional growth.

Problem Statement 3 (Prioritized): Discipline referrals have increased according to Ondata suite from 10 in 22-23 to 17 in 23-24. TAPR report states that Brookhollow Elementary's mobility rate is 5% higher than like campuses in the state. **Root Cause:** The number of students continuously enrolled has declined in the last five years affecting our school-wide behavior systems continuity across grade levels.

Priority Problem Statements

Problem Statement 1: BES 2023-2024 metrics suggest students struggle with critical thinking across grade levels.

Root Cause 1: Targeted student group instructional support for high-quality Tier 1 classroom instruction and intervention for all students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Deep analysis of the 2023 and 2024 Star 360 data by grade level and by each student group revealed variances among student groups on campus. For 2024 Closing the Gaps, targets are projected to be missed across student groups.

Root Cause 2: Inconsistent knowledge of the purpose and use of assessments has led to lack of aligned interventions and strategies for meeting the specific needs of all learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Spring 2024 Upbeat survey results show that 82% of BES staff participated in the school climate survey--an increase from the Fall of 2023.

Root Cause 3: Staff perception that the Brookhollow school community is aware and has all knowledge and purpose of the Upbeat survey is insufficient.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Ensuring the ability to enrich, extend, and intervene in student learning with an increase in teacher expertise through Professional Learning Community system.

Root Cause 4: Staff members need access and support to extend instructional practices.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Brookhollow Elementary's annual attendance summary was 94% of students present this past year according to 2023-2024 Skyward data.

Root Cause 5: Student absenteeism is complex and includes a variety of factors. Students may be experiencing barriers to attending or engaging in school.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Based on the Parent Community communication suggest there is still a small percentage of students and families who feel that students do not build meaningful relationships with adults on campus.

Root Cause 6: A lack of focus to communicate the efforts of building relationships and social-emotional growth.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 34% of Brookhollow Elementary classroom teachers are within the first 0-4 years of teaching.

Root Cause 7: There is a national teacher shortage and schools are challenged to meet the needs following the pandemic shutdown. Certification is not required to teach in a classroom, and new staff are inadequately prepared for the teaching profession.

Problem Statement 7 Areas: Demographics

Problem Statement 8: In analyzing our students' End of Year Independent Reading Levels for May 2024 compared to May 2023, although progressing, BES continues to have students who were promoted to the next grade level NOT on the expected reading level.

Root Cause 8: Again, Brookhollow Elementary is lacking high-quality teaching and learning aligned to the Science of Reading.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: For Academic Achievement RLA High Focus Group: Economically Disadvantage, Special Education, Foster, Migrant, Emergent Bilingual, and Homeless did not meet the Closing of the Gap interim target for STAAR 2024 Meets level.

Root Cause 9: 37% is the target of the academic achievement at the Meets level for RLA 2024 STAAR test and Brookhollow Elementary results showed 31%.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Brookhollow Elementary all groups including the High Focus Groups did not meet Closing of the Gap math interim targets at the Meets level according to the Math STAAR 2024 results.

Root Cause 10: Although there was an increase in performance for all student groups at the Meets level from prior year 2023, academic achievement was not successful for all groups as shown by the 2024 STAAR Results

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Based on the Brookhollow Elementary Response To Intervention Agenda for the 23-24 school year, data shows an increase in African American and Hispanic male students needing intervention.

Root Cause 11: As our student population changes our instruction and systems of support will need to change or be modified in order to address individual student needs and to accommodate the diverse cultures represented at Brookhollow Elementary.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: According to the Spring 2024 Reading STAAR, the percentage of 3rd - 5th grade: Asian, Special Education, and Eco Dis students were below the overall target score for Meets Grade Level and Masters. Overall (53%) at Meets and above. Asian (50%), Eco Dis (29%), and Special Education (14%).

Root Cause 12: Students are moving from grade level to grade level without the intensive instruction geared toward increasing literacy skills, with an emphasis on foundational skills. There is a lack of a consistent systematic approach toward literacy instruction and a lack of data (progress monitoring scores, anecdotal notes, monitoring notes, next step for students)

Problem Statement 12 Areas: Student Learning

Problem Statement 13: According to the Spring 2024 Math STAAR, the percentage of 3rd - 5th grade: Two or More Races, Hispanic, and Eco Dis students were below the overall scoring Meets Grade Level and Masters. Overall (44%) at Meets and above. Two or More (31%), Eco Dis (26%), Hispanic (33%). BES missed 2024 Closing the Gaps targets for All students, Hispanic students, and our High Focus students.

Root Cause 13: Students are coming in without the prerequisite skills needed in math. Lack of knowledge of the systems and protocols that can be used to analyze math data from unit assessments in the primary grades. There is no consistency in pulling small guided math groups.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Parent involvement and student achievement have decreased in the last five years.

Root Cause 14: 2022 through 2024 Upbeat Data including school event sign-in documents suggest that Brookhollow Elementary will need to build bridges of communication and work to remove cultural or linguistic barriers or other obstacles that can impede the home and school from working together.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Brookhollow Elementary has experienced a challenge in retaining highly qualified teachers, as indicated by the 2023-2024 district staffing roster and Ondata suite.

Root Cause 15: The decrease in enrollment at Brookhollow Elementary has led to an increase in additional duties for individual teachers. This added workload has contributed to job dissatisfaction, making it difficult to retain teachers in smaller schools, where the demands on staff are disproportionately higher.

Problem Statement 15 Areas: Demographics

Problem Statement 16: Brookhollow Elementary teachers have identified gaps in targeted professional development opportunities, which limit their ability to enhance instructional practices and address the diverse needs of students. This lack of ongoing, relevant training has contributed to stagnation in teacher growth and instructional effectiveness according to the 2023-2024 upbeat survey and PLC action plans.

Root Cause 16: A lack of focus during PLC meetings, stemming from the absence of an instructional coach for the first time, has led to misalignment in the use of high-quality instructional materials and hindered collaborative planning effort

Problem Statement 16 Areas: Demographics

Problem Statement 17: Discipline referrals have increased according to Ondata suite from 10 in 22-23 to 17 in 23-24. TAPR report states that Brookhollow Elementary's mobility rate is 5% higher than like campuses in the state.

Root Cause 17: The number of students continuously enrolled has declined in the last five years affecting our school-wide behavior systems continuity across grade levels.

Problem Statement 17 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

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: PflSD will recruit, support, and retain teachers and principals.





Performance Objective 1: Brookhollow Elementary will attract and retain highly qualified, diverse educators by implementing targeted recruitment strategies and pathways for professional development that promote career growth and development.

High Priority

HB3 Goal

- Evaluation Data Sources:** PflSD staffing roster 24-25, 25-26 reflect highly qualified certified teachers
- Upbeat Survey 24-25 increase in areas by 5%
- TIA Roster increase from 23-24
- MOY and EOY Universal Screener Data increase at the benchmark level
- STAAR 2025 increase at the Approaches and Meets level
- Campus Survey 24-25 70% showing growth in targeted areas related

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will foster a collaborative and supportive culture that emphasizes mentorship, professional development, and opportunities for career advancement.</p> <p>Strategy's Expected Result/Impact: Build a dedicated teaching staff that is committed to student success, instructional excellence, and continuous personal growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Brookhollow Elementary will develop a comprehensive support and incentive program aimed at achieving a 90% retention rate for current staff by June 2025.</p> <p>Strategy's Expected Result/Impact: Upbeat survey 2024-2025 Budget Roster Shared Decision Feedback from Campus Survey and Teacher Leadership Meeting Staff News Letter</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Brookhollow Elementary staff will engage in PfISD Instructional Pillar 3 Observation and Feedback and 5, Professional Development using the Texas Teacher Support System to support teacher growth at a 75% proficient performance level.</p> <p>Strategy's Expected Result/Impact: Coaching and feedback roster 75% of teachers at a proficient performance level on TTESS Schedule of coaching and feedback Walkthrough weekly Student increase in EOY summative assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I: 2.4, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 34% of Brookhollow Elementary classroom teachers are within the first 0-4 years of teaching. **Root Cause:** There is a national teacher shortage and schools are challenged to meet the needs following the pandemic shutdown. Certification is not required to teach in a classroom, and new staff are inadequately prepared for the teaching profession.

Problem Statement 2: Brookhollow Elementary has experienced a challenge in retaining highly qualified teachers, as indicated by the 2023-2024 district staffing roster and Ondata suite. **Root Cause:** The decrease in enrollment at Brookhollow Elementary has led to an increase in additional duties for individual teachers. This added workload has contributed to job dissatisfaction, making it difficult to retain teachers in smaller schools, where the demands on staff are disproportionately higher.

Problem Statement 3: Brookhollow Elementary teachers have identified gaps in targeted professional development opportunities, which limit their ability to enhance instructional practices and address the diverse needs of students. This lack of ongoing, relevant training has contributed to stagnation in teacher growth and instructional effectiveness according to the 2023-2024 upbeat survey and PLC action plans. **Root Cause:** A lack of focus during PLC meetings, stemming from the absence of an instructional coach for the first time, has led to misalignment in the use of high-quality instructional materials and hindered collaborative planning effort

Student Learning

Problem Statement 5: Brookhollow Elementary all groups including the High Focus Groups did not meet Closing of the Gap math interim targets at the Meets level according to the Math STAAR 2024 results. **Root Cause:** Although there was an increase in performance for all student groups at the Meets level from prior year 2023, academic achievement was not successful for all groups as shown by the 2024 STAAR Results

Problem Statement 6: Based on the Brookhollow Elementary Response To Intervention Agenda for the 23-24 school year, data shows an increase in African American and Hispanic male students needing intervention. **Root Cause:** As our student population changes our instruction and systems of support will need to change or be modified in order to address individual student needs and to accommodate the diverse cultures represented at Brookhollow Elementary.

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 2: Brookhollow Elementary will increase the retention and recruitment of highly qualified teachers by creating a support and incentive program as measured by the achievement of a retention rate of 90% for current staff and recruiting at least 5 highly qualified new teachers by June 2025.

High Priority

Evaluation Data Sources: Frontline, PfISD Human Resources Roster 24-25





Job Fair schedule 24-25

Interview Agenda 24-25

Campus Needs Assessment 24-25

Upbeat Survey 24-25

Strategy 1 Details	Reviews			
<p>Strategy 1: BES ILT will communicate professional development plans and make timely adjustments according to all teacher performance data to improve teacher capacity aligned with professional development staff survey.</p> <p>Strategy's Expected Result/Impact: --100% of teachers will complete 18+ hours of professional development as tracked in the True North Professional Learning Platform --5% Increase in Upbeat survey instructional leadership and professional development responses --Teacher growth aligned to target SLO goals</p> <p>Staff Responsible for Monitoring: Teachers, BES ILT</p> <p>Title I: 2.4, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 3 - Perceptions 1</p> <p>Funding Sources: Leadership Retreat - \$3,000, Instructional Coach - 211 - Title I - 6100 - \$63,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Brookhollow Elementary Teacher Leadership and Administration team will review campus needs assessment, implement staff survey for 24-25 succession of positions timely and begin viewing staff demographic protocols.</p> <p>Strategy's Expected Result/Impact: To ensure hiring is shared and within the schedule of staff end-of-year exit date. Opportunity to access highly qualified staff.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Meeting essentials - 461 - Campus Activity Fund - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Brookhollow Elementary will partner with local teacher preparation programs, provide mentorship opportunities for new teachers, and offer professional development and staff recognition.</p> <p>Strategy's Expected Result/Impact: Implement the support and incentive program within the first semester and track progress quarterly, reaching the goal by the end of the current academic year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Leadership</p> <p>Title I: 2.4, 2.6, 4.2</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</p> <p>Problem Statements: Demographics 1, 2, 3 - Perceptions 1</p> <p>Funding Sources: Teacher Incentives - 461 - Campus Activity Fund - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 34% of Brookhollow Elementary classroom teachers are within the first 0-4 years of teaching. **Root Cause:** There is a national teacher shortage and schools are challenged to meet the needs following the pandemic shutdown. Certification is not required to teach in a classroom, and new staff are inadequately prepared for the teaching profession.

Problem Statement 2: Brookhollow Elementary has experienced a challenge in retaining highly qualified teachers, as indicated by the 2023-2024 district staffing roster and Ondata suite. **Root Cause:** The decrease in enrollment at Brookhollow Elementary has led to an increase in additional duties for individual teachers. This added workload has contributed to job dissatisfaction, making it difficult to retain teachers in smaller schools, where the demands on staff are disproportionately higher.

Problem Statement 3: Brookhollow Elementary teachers have identified gaps in targeted professional development opportunities, which limit their ability to enhance instructional practices and address the diverse needs of students. This lack of ongoing, relevant training has contributed to stagnation in teacher growth and instructional effectiveness according to the 2023-2024 upbeat survey and PLC action plans. **Root Cause:** A lack of focus during PLC meetings, stemming from the absence of an instructional coach for the first time, has led to misalignment in the use of high-quality instructional materials and hindered collaborative planning effort

Perceptions

Problem Statement 1: Spring 2024 Upbeat survey results show that 82% of BES staff participated in the school climate survey--an increase from the Fall of 2023. **Root Cause:** Staff perception that the Brookhollow school community is aware and has all knowledge and purpose of the Upbeat survey is insufficient.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2025, there will be increases in both Growth and Meets Grade Level performance on STAAR Math tests across grades 3-5 for all student groups to meet all Closing the Gaps interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Math Academic Growth from 75% to 80%
- Approaches from 68% to 74%
- Meets from 44% to 50%
- Masters from 18% to 24%

To meet HB3 Early Childhood Math Goals:

The percentage of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 38% in June 2024 to 50% by June 2025 and 75% by June 2030.





High Priority

HB3 Goal

Evaluation Data Sources: Domain 3 Closing the Gaps results from STAAR 2025, Results from Star 360, TEA Interim Assessment results, District 9-week Assessment results, Spring 2025 3rd grade STAAR math results, Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Brookhollow Elementary campus will implement a system for data-informed targeted student support for White, African American, Hispanic, and Economically Disadvantaged students to increase Meets Grade Level performance in reading and math as measured by 2024-2025 Closing the Gaps.</p> <p>Strategy's Expected Result/Impact: Meet all 2024-2025 Closing the Gaps indicators for the White, African American, and Economically Disadvantage student groups.</p> <p>Staff Responsible for Monitoring: BES CILT, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 6, 7, 8</p> <p>Funding Sources: Aligned Essentials - 199 - State Comp Ed - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 1st - 3rd grade teachers will receive district-aligned professional development to enhance Tier 1 math instruction and planning through the PLC process. Data-Driven Instruction (DDI) training will be provided through the PLC process on the analysis and response to assessment data.</p> <p>Strategy's Expected Result/Impact: The percentage of 1st through 3rd-grade students that score on grade level or above in Star 360 Math assessments will increase 65% by June 2025 to meet the HB3 Early Numeracy goal.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers, District Coordinator and Specialist.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 5, 6, 7, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PreK teachers will receive district-aligned math professional development to enhance math instruction and planning through the PLC process. Data Driven Instruction (DDI) training will be provided through the PLC process on the analysis and response to assessment data.</p> <p>Strategy's Expected Result/Impact: The percentage of PreK students that score on grade level or above in math by the EOY C-PALLS+ assessment will increase to 100% by June 2025.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 5</p> <p>Funding Sources: Instructional Essentials - 211 - Title I - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Kindergarten teachers will receive district-aligned professional development to enhance math instruction and planning through the PLC process. Data Driven Instruction (DDI) training will be provided through the PLC process on the analysis and response to assessment data.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase from 67% in Spring 2024 to 72% by June 2025.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide and implement intervention support before, during, and after school to achieve targets in grades 1st -5th, including the EB, SPED, and At-Risk student groups.</p> <p>Strategy's Expected Result/Impact: Meet the 2024-2025 Closing the Gaps indicators reading and math and improve Meets Grade Level science results.</p> <p>Staff Responsible for Monitoring: BES CILT, Teachers, Intervention</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4, 5 - School Processes & Programs 1</p> <p>Funding Sources: tutoring, PD, - 211 - Title I - \$5,000, Intervention Staff - 211 - Title I - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Across math, analyze formative classroom observation data and student progress monitoring data to adjust instructional approaches, resources, professional development, and intervention to align with standards, curriculum, rigor, and student engagement.</p> <p>Strategy's Expected Result/Impact: Meet HB3 Early Childhood Math Goals of grade level or above performance (see also addendums for HB3 goals by student group)</p> <p>-Prek: from 100% in June 2024 to 100% by June 2025 and 100% by June 2030, as measured by C-PALLS+.</p> <p>-Kindergarten: from 67% in June 2024 to 72% by June 2025 and 85% by June 2030, as measured by TX-KEA</p> <p>-1st - 3rd Grade: from 62% in June 2024 to 65% by June 2025 and 85% by June 2030, as measured by Star360 Math and STAAR</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>Problem Statements: Student Learning 1, 5, 6, 7, 8 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 34% of Brookhollow Elementary classroom teachers are within the first 0-4 years of teaching. Root Cause: There is a national teacher shortage and schools are challenged to meet the needs following the pandemic shutdown. Certification is not required to teach in a classroom, and new staff are inadequately prepared for the teaching profession.</p>

Student Learning

Problem Statement 1: BES 2023-2024 metrics suggest students struggle with critical thinking across grade levels. **Root Cause:** Targeted student group instructional support for high-quality Tier 1 classroom instruction and intervention for all students.

Problem Statement 2: Deep analysis of the 2023 and 2024 Star 360 data by grade level and by each student group revealed variances among student groups on campus. For 2024 Closing the Gaps, targets are projected to be missed across student groups. **Root Cause:** Inconsistent knowledge of the purpose and use of assessments has led to lack of aligned interventions and strategies for meeting the specific needs of all learners.

Problem Statement 4: For Academic Achievement RLA High Focus Group: Economically Disadvantage, Special Education, Foster, Migrant, Emergent Bilingual, and Homeless did not meet the Closing of the Gap interim target for STAAR 2024 Meets level. **Root Cause:** 37% is the target of the academic achievement at the Meets level for RLA 2024 STAAR test and Brookhollow Elementary results showed 31%.

Problem Statement 5: Brookhollow Elementary all groups including the High Focus Groups did not meet Closing of the Gap math interim targets at the Meets level according to the Math STAAR 2024 results. **Root Cause:** Although there was an increase in performance for all student groups at the Meets level from prior year 2023, academic achievement was not successful for all groups as shown by the 2024 STAAR Results

Problem Statement 6: Based on the Brookhollow Elementary Response To Intervention Agenda for the 23-24 school year, data shows an increase in African American and Hispanic male students needing intervention. **Root Cause:** As our student population changes our instruction and systems of support will need to change or be modified in order to address individual student needs and to accommodate the diverse cultures represented at Brookhollow Elementary.

Problem Statement 7: According to the Spring 2024 Reading STAAR, the percentage of 3rd - 5th grade: Asian, Special Education, and Eco Dis students were below the overall target score for Meets Grade Level and Masters. Overall (53%) at Meets and above. Asian (50%), Eco Dis (29%), and Special Education (14%). **Root Cause:** Students are moving from grade level to grade level without the intensive instruction geared toward increasing literacy skills, with an emphasis on foundational skills. There is a lack of a consistent systematic approach toward literacy instruction and a lack of data (progress monitoring scores, anecdotal notes, monitoring notes, next step for students)

Problem Statement 8: According to the Spring 2024 Math STAAR, the percentage of 3rd - 5th grade: Two or More Races, Hispanic, and Eco Dis students were below the overall scoring Meets Grade Level and Masters. Overall (44%) at Meets and above. Two or More (31%), Eco Dis (26%), Hispanic (33%). BES missed 2024 Closing the Gaps targets for All students, Hispanic students, and our High Focus students. **Root Cause:** Students are coming in without the prerequisite skills needed in math. Lack of knowledge of the systems and protocols that can be used to analyze math data from unit assessments in the primary grades. There is no consistency in pulling small guided math groups.

School Processes & Programs

Problem Statement 1: Ensuring the ability to enrich, extend, and intervene in student learning with an increase in teacher expertise through Professional Learning Community system. **Root Cause:** Staff members need access and support to extend instructional practices.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2025, there will be increases in both Growth and Meets Grade Level performance on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet all Closing the Gaps interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- RLA Academic Growth from 65% to 70%
- Approaches from 77% to 80%
- Meets from 47% to 53%
- Masters from 22% to 26%

To meet HB3 Early Childhood Literacy Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 53% in June 2024 to 63% by June 2025 and to 75% by June 2030.

HB3 Goal


Evaluation Data Sources: Spring 2025 3rd grade STAAR reading results, Star 360, CIRCLE/C-PALLS/Measures, TX-KEA, TPRI Universal Screener BOY, MOY, EOY, District 9-week Assessment results, TEA Interim Assessment results
House Bill 3 - TEA/PfISD "2030" Annual Goal Progress Monitoring Plan, Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a campus formative assessment system to analyze student performance to timely adjust instructional approaches, resources, professional development, and intervention opportunities for reading.</p> <p>Strategy's Expected Result/Impact: Increase in Approaches and Meets level performance on STAAR. Increase formative and summative classroom assessment results. Improved universal screener results.</p> <p>The percentage of 1st through 3rd-grade students that score on grade level or above in Reading on the TPRI, Star 360, and STAAR Reading assessments will increase to 66% by June 2025.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers, Intervention</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty cells for data entry			

Strategy 2 Details	Reviews			
<p>Strategy 2: PreK teachers will receive professional development to enhance reading instruction and planning through the PLC process. Data Driven Instruction (DDI) training will be provided through the PLC process on the analysis and response to assessment data.</p> <p>Strategy's Expected Result/Impact: The percentage of PreK students that score on grade level or above in Reading (Emergent Literacy) on the C-PALLS+ assessment will increase to 58% by June 2025 to meet the HB3 Early Literacy goal.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers, District Coordinator and Specialist for Reading</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Kindergarten teachers will receive district aligned professional development to enhance reading instruction and planning through the PLC process. Data Driven Instruction (DDI) training will be provided through the PLC process on the analysis and response to assessment data.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten students that score on grade level or above in Reading on TX-KEA assessments will increase to 52% by June 2025 to meet the HB3 Early Literacy goal.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers, District Coordinator and Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Across RLA, analyze formative classroom observation data and student progress monitoring data to adjust instructional approaches, resources, professional development, and intervention to align with standards, curriculum, rigor, and student engagement.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in the area of reading language arts/literacy, all student groups will score at grade-level or above as measured by each grade level's universal screener.</p> <p>Meet HB3 Early Childhood Literacy Goals of grade level or above performance (see also addendums for HB3 goals by student group)</p> <ul style="list-style-type: none"> -Prek: from 52% in June 2024 to 58% by June 2025 and to 80% by June 2030, as measured by C-PALLS+. -Kindergarten: from 45% in June 2024 to 52% by June 2025 and to 78% by June 2030, as measured by TX-KEA -1st - 3rd Grade: 58% in June 2024 to 66% by June 2025 and 90% by June 2030, as measured by Star360 Math and STAAR <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: BES 2023-2024 metrics suggest students struggle with critical thinking across grade levels. **Root Cause:** Targeted student group instructional support for high-quality Tier 1 classroom instruction and intervention for all students.

Problem Statement 2: Deep analysis of the 2023 and 2024 Star 360 data by grade level and by each student group revealed variances among student groups on campus. For 2024 Closing the Gaps, targets are projected to be missed across student groups. **Root Cause:** Inconsistent knowledge of the purpose and use of assessments has led to lack of aligned interventions and strategies for meeting the specific needs of all learners.





Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: By June 2025, there will be a 6% increase in Meets Grade Level performance on 5th grade STAAR Science tests for all student groups to meet all Closing the Gaps Student Success Status interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Approaches from 63% to 80%
- Meets from 35% to 41%
- Masters from 18% to 24%

Evaluation Data Sources: STAAR 2025 science results, District 9-week assessment results, Accountability reports


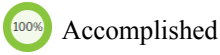
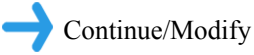

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify K-5 students who are below grade level in ELA.</p> <p>Strategy's Expected Result/Impact: Improved Reading and Science scores, progress measures reached for reading in Domain 2, teacher lesson plans reflect responsive teaching strategies to meet students' needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive review and intervention activities in science to support any and all academic slides for sustainability in science skills.</p> <p>Strategy's Expected Result/Impact: --Opportunity for increased learning in science for all targeted students --Improve academic performance on summative assessments --Students in the White, Two or More Races, African American, and Economically student groups will be provided with targeted instructional support</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: By the end of 2024-2025, 75% of BES staff will be able to demonstrate the ability to use Digital Literacy skills in classrooms.

Evaluation Data Sources: Usage for 2024-2025 shown on BES Staff Climate survey and IP Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and implement professional development opportunities quarterly for staff to learn and apply skills with students aligned with digital literacy through Technology Integration Day. Students will use technology resources to support academic growth in all subject areas.</p> <p>Strategy's Expected Result/Impact: --Increase teacher knowledge and expertise --Student usage aligning with real world projects --Increase skills using online assessments</p> <p>--Usage data from the district. Brookhollow teachers and staff are provided adequate technology training to use for integration into their daily work to assure efficiency.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Instructional Coach, Technology Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: Brookhollow will increase awareness of staff, students, and parents about Health and Wellness during campus and community events. Coordinated School Health will be provided for all students with 100% of eligible students participating in physical activity during PE class and during school activities.

Evaluation Data Sources: Community Survey, Communications including flyers, posters, list serv, email, roster, sign-in sheet, Plan for Learning Compliance roster, menus, PE PD

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a proactive approach to ensuring environments and opportunities for all students to practice healthy and safe eating throughout the school day.</p> <p>Strategy's Expected Result/Impact: --Reduce the risk of exposure of common food allergens --Students in the district have access to healthy foods throughout the school day both through reimbursable school meals and other foods available throughout the school campus --Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors</p> <p>Staff Responsible for Monitoring: Teachers, Staff, Principals, District staff, Head custodian</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Events and activities will be planned for students aligned with Health and Fitness such as Jump Rope for Heart, FitnessGram, Boosterthon, Field Day, Science Night, Marathon Kids, Fire Safety.</p> <p>Strategy's Expected Result/Impact: --Increase in awareness of physical well-being --Common language for stakeholders supporting students</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: PfISD will improve low performing schools.





Performance Objective 1: The 2024-2025 Brookhollow Elementary Staff Climate survey will reflect that BES has a safe, effective and supportive learning environment for all students at a 5% increase in positive responses from the previous year.

During the 2024-2025 school year, Brookhollow ES will reduce the number of disciplinary referrals from the prior year.

Evaluation Data Sources: 2024-2025 Staff Climate Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide classroom-based guidance lessons on topics such as social skills, bullying, conflict resolution, goal-setting to promote a safe and orderly environment. Ensure Second Step and Restorative Practice strategies are implemented with fidelity. Provide incentives for students as determined by program.</p> <p>Strategy's Expected Result/Impact: --Decrease referrals identified as bullying, teasing, fighting by 5%. --Evidence of House school -wide reward system implementation --Increase awareness of social emotional learning through common language</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principal, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 5, 6, 7, 8 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ROAR (School-Wide Behavior Expectation) and "House" training for teachers new to BES campus.</p> <p>Strategy's Expected Result/Impact: 5% reduction in discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 5, 7, 8 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3</p> <p>Funding Sources: Student Incentives - 211 - Title I - \$3,000, Student Incentives - 461 - Campus Activity Fund - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Engage students in interest-based extra-curricular activities (including No Place for Hate, Student Council, Safety Patrol).</p> <p>Strategy's Expected Result/Impact: --Increase in developing students' social skills, building student leadership --Offer rigorous intervention & enrichment activities/events especially for Accelerated students. --Adults and students model skills --Students contribute to their class, school, community</p> <p>Staff Responsible for Monitoring: Assistant Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1, 2, 3 - Perceptions 1</p> <p>Funding Sources: Student Incentive and Needs - 211 - Title I - \$2,000, Student Incentive and Needs - 461 - Campus Activity Fund - \$3,000, Student Incentive and Needs - 199 - State Comp Ed - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a Positive Behavior Intervention Support (PBIS) system for all staff and students including the "House" system. Provide incentives to ensure opportunities for all students.</p> <p>Strategy's Expected Result/Impact: --Decrease in referrals --Improve attitudes about self, others, and school --Positive classroom behavior --Adult and students model skills</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide Professional Development for staff in the area of Responsive Teaching and Restorative Practices to support a safe and nurturing environment.</p> <p>Strategy's Expected Result/Impact: --Improve attitudes about self, others, and school --Positive classroom behavior --Increase academic performance --Adults and students model skills --Increase social and emotional awareness --Create a Trauma-Safe school environment</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Instructional Coach, Counselor</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 8 - School Processes & Programs 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 6 Details	Reviews			
<p>Strategy 6: Discipline referrals will be reduced by at least 5 incidents, from a total of 17 in June of 2024 to 12 in June of 2025.</p> <p>Strategy's Expected Result/Impact: Decrease discipline Parent Involvement Restorative Practice Awareness Climate Survey shows positive outcomes</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.5, 2.6, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 34% of Brookhollow Elementary classroom teachers are within the first 0-4 years of teaching. **Root Cause:** There is a national teacher shortage and schools are challenged to meet the needs following the pandemic shutdown. Certification is not required to teach in a classroom, and new staff are inadequately prepared for the teaching profession.

Student Learning

Problem Statement 1: BES 2023-2024 metrics suggest students struggle with critical thinking across grade levels. **Root Cause:** Targeted student group instructional support for high-quality Tier 1 classroom instruction and intervention for all students.

Problem Statement 2: Deep analysis of the 2023 and 2024 Star 360 data by grade level and by each student group revealed variances among student groups on campus. For 2024 Closing the Gaps, targets are projected to be missed across student groups. **Root Cause:** Inconsistent knowledge of the purpose and use of assessments has led to lack of aligned interventions and strategies for meeting the specific needs of all learners.

Problem Statement 5: Brookhollow Elementary all groups including the High Focus Groups did not meet Closing of the Gap math interim targets at the Meets level according to the Math STAAR 2024 results. **Root Cause:** Although there was an increase in performance for all student groups at the Meets level from prior year 2023, academic achievement was not successful for all groups as shown by the 2024 STAAR Results

Problem Statement 6: Based on the Brookhollow Elementary Response To Intervention Agenda for the 23-24 school year, data shows an increase in African American and Hispanic male students needing intervention. **Root Cause:** As our student population changes our instruction and systems of support will need to change or be modified in order to address individual student needs and to accommodate the diverse cultures represented at Brookhollow Elementary.

Problem Statement 7: According to the Spring 2024 Reading STAAR, the percentage of 3rd - 5th grade: Asian, Special Education, and Eco Dis students were below the overall target score for Meets Grade Level and Masters. Overall (53%) at Meets and above. Asian (50%), Eco Dis (29%), and Special Education (14%). **Root Cause:** Students are moving from grade level to grade level without the intensive instruction geared toward increasing literacy skills, with an emphasis on foundational skills. There is a lack of a consistent systematic approach toward literacy instruction and a lack of data (progress monitoring scores, anecdotal notes, monitoring notes, next step for students)

Problem Statement 8: According to the Spring 2024 Math STAAR, the percentage of 3rd - 5th grade: Two or More Races, Hispanic, and Eco Dis students were below the overall scoring Meets Grade Level and Masters. Overall (44%) at Meets and above. Two or More (31%), Eco Dis (26%), Hispanic (33%). BES missed 2024 Closing the Gaps targets for All students, Hispanic students, and our High Focus students. **Root Cause:** Students are coming in without the prerequisite skills needed in math. Lack of knowledge of the systems and protocols that can be used to analyze math data from unit assessments in the primary grades. There is no consistency in pulling small guided math groups.

School Processes & Programs

Problem Statement 1: Ensuring the ability to enrich, extend, and intervene in student learning with an increase in teacher expertise through Professional Learning Community system. **Root Cause:** Staff members need access and support to extend instructional practices.

Problem Statement 2: Brookhollow Elementary's annual attendance summary was 94% of students present this past year according to 2023-2024 Skyward data. **Root Cause:** Student absenteeism is complex and includes a variety of factors. Students may be experiencing barriers to attending or engaging in school.

Problem Statement 3: Parent involvement and student achievement have decreased in the last five years. **Root Cause:** 2022 through 2024 Upbeat Data including school event sign-in documents suggest that Brookhollow Elementary will need to build bridges of communication and work to remove cultural or linguistic barriers or other obstacles that can impede the home and school from working together.

Perceptions

Problem Statement 1: Spring 2024 Upbeat survey results show that 82% of BES staff participated in the school climate survey--an increase from the Fall of 2023. **Root Cause:** Staff perception that the Brookhollow school community is aware and has all knowledge and purpose of the Upbeat survey is insufficient.

Problem Statement 2: Based on the Parent Community communication suggest there is still a small percentage of students and families who feel that students do not build meaningful relationships with adults on campus. **Root Cause:** A lack of focus to communicate the efforts of building relationships and social-emotional growth.





Perceptions

Problem Statement 3: Discipline referrals have increased according to Ondata suite from 10 in 22-23 to 17 in 23-24. TAPR report states that Brookhollow Elementary's mobility rate is 5% higher than like campuses in the state. **Root Cause:** The number of students continuously enrolled has declined in the last five years affecting our school-wide behavior systems continuity across grade levels.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Through family and community partnerships, we expect a 5% increase in access and opportunity for family/community participation to improve student outcomes.

Evaluation Data Sources: Attendance rosters for: parent conferences, PTO, School Report Card Public Meeting, Title I events, Campus Academic Advisory Committee, Upbeat Survey for 2024-2025 Family Engagement.


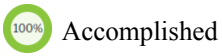
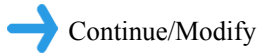

Strategy 1 Details	Reviews			
<p>Strategy 1: At least two parent meetings will be scheduled during the 2024-2025 school year (such as Family Math, Game, Science, Literacy, and Fitness events).</p> <p>Strategy's Expected Result/Impact: --100% participation shown on Parent Conferences Roster --Increase in attendance on PTO Roster --Increase in attendance on BES Family Events Roster --Increased parent involvement overall related to academic and Social Emotional --Increase in student Real World academic needs associated with math, reading, science</p> <p>Staff Responsible for Monitoring: Title 1 staff, SCE staff, Administrators, Teachers</p> <p>Funding Sources: Presentation Materials, Student Incentives, Food - \$1,000, Game Activity Equipment - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain collaborations with community organizations (including Pflugerville Community Church Backpack Friends, Hill Country Bible Church, Lions Clubs, PALS, Pflugerville Library, and Police Department, Boy/Cub Scouts, Pflugerville High School PALS, National Honor Society).</p> <p>Strategy's Expected Result/Impact: --Increase in parent involvement as evidenced in the parent end of year survey and participation and volunteer rosters --Increase in student overall support in academic performance --Increased interest in writing</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2024-2025 school year, Brookhollow's student attendance rate will improve from 94% in the prior year to 96%. Chronic Absenteeism will be reduced from 14.7% to 10%.

Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Generate ADA dollars through promoting and recognizing students who meet or exceed attendance goal through the BES "Attendance Club."</p> <p>Strategy's Expected Result/Impact: 96% or higher attendance goal met.</p> <p>Staff Responsible for Monitoring: Principals, Registrar, Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Brookhollow Elementary's annual attendance summary was 94% of students present this past year according to 2023-2024 Skyward data. Root Cause: Student absenteeism is complex and includes a variety of factors. Students may be experiencing barriers to attending or engaging in school.</p>

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: Brookhollow Elementary's 2025 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from C to B or above
- Domain 1 Rating will improve from C to B or above
- Domain 2 Rating will improve from C to B or above
- Domain 3 Rating will improve from D to C or above





High Priority

HB3 Goal

Evaluation Data Sources: Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Disaggregate/analyze recent formative and summative metrics to target areas for improvement. Use Reading and Math resource to support alignment of state standards and assessment.</p> <p>Strategy's Expected Result/Impact: Focus on strong instructional moves aligning to assessments to increase Meets Grade Level performance on STAAR and increase Star 360, TEA Interim outcomes, district 9-week assessment results, thereby closing performance gaps across student groups.</p> <p>Staff Responsible for Monitoring: Teachers, BES CILT, District Reading Coordinator, District C&I Staff</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Student Learning 1, 2, 4, 5, 6</p> <p>Funding Sources: Aligned Resources (i.e., IXL, Pebble Go, Countdown to STAAR, Focus, Lead4ward) - \$5,000, Intervention IXL - 199 - State Comp Ed - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain effective Professional Learning Communities (PLCs) for managing instructional planning needs, providing embedded staff development opportunities, building collaboration, growing expertise among staff members, for improved student performance and improved delivery of instruction.</p> <p>Strategy's Expected Result/Impact: Increase in Meets Grade Level performance on STAAR, Targeted Skills, Data Driven Instruction, Coherent assessments and Action plans</p> <p>Staff Responsible for Monitoring: Teachers, BES CILT, District Reading and Math Coordinator, District support staff</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to effectively train teachers on the district's adoption of HMH for a Balanced Literacy approach and Reading Academy, and Math Workshop 2.0 for Math Stations and Reaching Our Academic Rigor (R.O.A.R)to ensure a small group instructional foundation in grades K-5.</p> <p>Strategy's Expected Result/Impact: 85% on Upbeat survey for new teacher on-boarding, increase in Meets Grade Level performance on STAAR, improve performance on Star 360, TEA Interim from previous years.</p> <p>Staff Responsible for Monitoring: Teacher, BES CILT, District Reading Coordinator, District Feeder Support Staff</p> <p>Funding Sources: Mentoring Minds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement Professional Learning Community protocol and continue efficient and effective Tier 1 instruction in the classroom to further assist all learners, struggling and advanced.</p> <p>Strategy's Expected Result/Impact: A system of collaboration amongst teaching staff is needed to increase awareness and build capacity for teacher knowledge and growth.</p> <p>Staff Responsible for Monitoring: Teachers, BES CILT, Campus Gifted and Talented Specialist, District Reading and Math Coordinators, District Staff Support</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Capstone : Pebble Go Database Silver Package - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Promote technology training for staff to support blended learning.</p> <p>Strategy's Expected Result/Impact: --100% of staff will complete technology professional development training (tracked in True North Learning roster)</p> <p>Staff Responsible for Monitoring: Principals, Digital Literacy Lead, and Instructional Coach</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Brookhollow Elementary will implement targeted interventions through pull out to address learning gaps. Personalized support ensures that students receive the specific guidance they need to catch up and succeed academically, ultimately fostering equitable progress for all learners.</p> <p>Strategy's Expected Result/Impact: Decrease learning gaps with high focus groups</p> <p>Staff Responsible for Monitoring: Intervention Teachers, Principal, Assistant Principal, Classroom Teacher</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2, 3, 4, 5, 6, 7, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: BES 2023-2024 metrics suggest students struggle with critical thinking across grade levels. Root Cause: Targeted student group instructional support for high-quality Tier 1 classroom instruction and intervention for all students.</p> <p>Problem Statement 2: Deep analysis of the 2023 and 2024 Star 360 data by grade level and by each student group revealed variances among student groups on campus. For 2024 Closing the Gaps, targets are projected to be missed across student groups. Root Cause: Inconsistent knowledge of the purpose and use of assessments has led to lack of aligned interventions and strategies for meeting the specific needs of all learners.</p> <p>Problem Statement 3: In analyzing our students' End of Year Independent Reading Levels for May 2024 compared to May 2023, although progressing, BES continues to have students who were promoted to the next grade level NOT on the expected reading level. Root Cause: Again, Brookhollow Elementary is lacking high-quality teaching and learning aligned to the Science of Reading.</p>

Student Learning

Problem Statement 4: For Academic Achievement RLA High Focus Group: Economically Disadvantage, Special Education, Foster, Migrant, Emergent Bilingual, and Homeless did not meet the Closing of the Gap interim target for STAAR 2024 Meets level. **Root Cause:** 37% is the target of the academic achievement at the Meets level for RLA 2024 STAAR test and Brookhollow Elementary results showed 31%.

Problem Statement 5: Brookhollow Elementary all groups including the High Focus Groups did not meet Closing of the Gap math interim targets at the Meets level according to the Math STAAR 2024 results. **Root Cause:** Although there was an increase in performance for all student groups at the Meets level from prior year 2023, academic achievement was not successful for all groups as shown by the 2024 STAAR Results

Problem Statement 6: Based on the Brookhollow Elementary Response To Intervention Agenda for the 23-24 school year, data shows an increase in African American and Hispanic male students needing intervention. **Root Cause:** As our student population changes our instruction and systems of support will need to change or be modified in order to address individual student needs and to accommodate the diverse cultures represented at Brookhollow Elementary.

Problem Statement 7: According to the Spring 2024 Reading STAAR, the percentage of 3rd - 5th grade: Asian, Special Education, and Eco Dis students were below the overall target score for Meets Grade Level and Masters. Overall (53%) at Meets and above. Asian (50%), Eco Dis (29%), and Special Education (14%). **Root Cause:** Students are moving from grade level to grade level without the intensive instruction geared toward increasing literacy skills, with an emphasis on foundational skills. There is a lack of a consistent systematic approach toward literacy instruction and a lack of data (progress monitoring scores, anecdotal notes, monitoring notes, next step for students)

Problem Statement 8: According to the Spring 2024 Math STAAR, the percentage of 3rd - 5th grade: Two or More Races, Hispanic, and Eco Dis students were below the overall scoring Meets Grade Level and Masters. Overall (44%) at Meets and above. Two or More (31%), Eco Dis (26%), Hispanic (33%). BES missed 2024 Closing the Gaps targets for All students, Hispanic students, and our High Focus students. **Root Cause:** Students are coming in without the prerequisite skills needed in math. Lack of knowledge of the systems and protocols that can be used to analyze math data from unit assessments in the primary grades. There is no consistency in pulling small guided math groups.

State Compensatory

Budget for Brookhollow Elementary School

Total SCE Funds: \$3,165.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

BES will utilize SCE funds to support intervention and tutoring efforts for identified at-risk students including technology and software

Personnel for Brookhollow Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer Smart	Intervention Teacher	1

Title I

1.1: Comprehensive Needs Assessment

Brookhollow Elementary ensures that every child has the opportunity to learn at his/her level. By having the support of a highly qualified intervention teacher is a significant part of our improvement plan for achievement. By facilitating Reading Night and Math Night event to ensure stakeholders and community involvement are informed of targeted skills in reading, math, and writing. Professional development for staff to ensure collective efficacy and alignment with what the students should learn. Parent survey to be able to adhere to the concerns and needs of our stakeholders on-going.

All data were reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards.

Results and conclusions of this review are reflected in the Campus Needs Summary. Additional Targeted Support needed for White, African American, Hispanic and Two or More races were identified as missing indicators.

Brookhollow has about 49% at-risk student population needing additional support with math and reading skills. With a mobility rate of 17% lower than the district and state. Closing the achievement gap between high and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers continues to be a priority as it relates to math and reading performance levels.

Title I funds pay for one intervention teacher who supports students in the area of Math and Reading. This teaching position assures at-risk students receive adequate instruction.

Brookhollow Elementary seeks highly qualified personnel to fill vacancies. The supportive staff works in teams to collaborate during planning periods. A beginning teacher mentor is assigned to year 0 and 1 teachers. All teachers receive professional feedback and support with their personal goals to ensure adequate professional growth from administrators, instructional coaches, and district curriculum & instruction staff.

- Increase overall performance levels in ELA and Math
- Increase Reading Complexity Levels, especially in 2nd grade leading up to 3rd grade
- Increase Parent Involvement and shared decision-making with all stakeholders

2.1: Campus Improvement Plan developed with appropriate stakeholders

Brookhollow staff are dedicated to enhancing their own professional skills through continuous and life-long learning. Professional Learning is an integral part of the educational process. Therefore, Professional Learning Communities have been established and are promoted at Brookhollow Elementary School. A professional development plan in conjunction with school and district improvement goals will be established and adhered to at Brookhollow Elementary. The plan will include high quality professional development – activities that are sustained, intensive and classroom focused. The professional development chosen by Brookhollow staff is research-based.

Brookhollow is in a partnership to create a high level of student success, the parents, teachers and administrators will work together to create our Parent Involvement Plan and a school Compact, designed to strengthen the academic performance of each student. Soon afterwards, the compact will be given to each parent at our Annual Title I Meeting. We expect and request and all parents, students and teachers will sign this agreement. For those parents not in attendance for our Annual Title I Meeting, an agenda from the meeting will be sent home the next school day, with a copy of the compact.

Restorative Practice

Fundamental Five

SEL

Reading and Math Strategies

Intervention Teacher for Reading and Math

Resources aligned with targeted student expectations skills in Reading and Math

Professional development aligned with a staff survey

Professional development aligned with targeted student expectations skills in Reading and Math

Parent involvement resources and communication about the child's progress

Student interest events

Teacher Surveys

2.2: Regular monitoring and revision

Brookhollow Elementary seeks highly qualified personnel to fill vacancies. The supportive staff works in teams to collaborate during planning periods. A beginning teacher mentor is assigned to year 0 and 1 teachers. All teachers receive professional feedback and support with their personal goals to ensure adequate professional growth from administrators, instructional coach, and district curriculum & instruction staff.

Brookhollow provides measures to include teachers in the decisions regarding the use of academic assessments described in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Professional Learning Communities weekly
- DataWise strategies to identify targeted student expectations
- System for Unpacking Units and Instructional Strategies
- Diagnostic - Star 360 Review
- Common Assessments Review
- District Formative Assessment Review

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

Brookhollow is in a partnership to create high levels of student success, the parents, teachers and administrators will work together to create our Parent Involvement Plan and a school Compact, designed to strengthen the academic performance of each student. Soon afterwards, the compact will be given to each parent at our Annual Title I Meeting. We expect and request and all parents, students and teachers will sign this agreement. For those parents not in attendance for our Annual Title I Meeting, an agenda from the meeting will be sent home the next school day, with a copy of the compact.

- All parents are invited to visit the school to become familiar with the surroundings and procedures of the school day.
- Kindergarten Registration Day is a district-wide transition day held annually. All upcoming Kindergarten students are invited to the Brookhollow to meet with school personnel.
- Teachers are available to answer questions and address concerns.
- Parents and stakeholders are invited to attend Parent Teacher Organization, Campus Academic Advisory Committee, and community meetings involving shared decisions involving the school.

2.4: Opportunities for all children to meet State standards

- Scheduled PLC meetings are held between PreK - 5th, Special Ed., Special Area, and Intervention teachers to discuss transition plans for all students.
- Scheduled meetings are held between district personnel and teachers to discuss transition plans for all students.
- Brookhollow Elementary works closely with the community to assure a smooth transition from grade to grade.
- Increase knowledge and skills of Tier 1 instructional practices and aligned resources

2.5: Increased learning time and well-rounded education

Brookhollow Elementary uses methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include the following programs, activities, and lessons necessary to provide a well-rounded education.

- A master schedule conducive to optimal increased learning time and dedicated intervention especially in ELA
- High-quality PK services to facilitate the transition from early learning to elementary education programs
- Recruitment and retention of effective teachers, particularly in high-needs subjects
- Instructional coaches to provide high-quality, school-based professional development
- Increased learning time
- Evidence-based strategies to accelerate the acquisition of content knowledge for English Learners
- Enrichment interest programs to prepare students for postsecondary education and the workforce

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

Maintain Math and Reading Intervention teacher, purchase supplemental math resources, provide professional development, and tutoring resources.

- Math and Reading program (LLI, Rewards, Stars & Cars, Neihaus, BLS, Mobymax, Xtra Math, Read Naturally)
- After school Tutoring
- Counseling programs, mentoring services, and other strategies to improve students' nonacademic skills (Second Step)
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports).
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making.
- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs.
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities).

- Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of inter-generational poverty.

3.1: Annually evaluate the schoolwide plan

Brookhollow is in a partnership to create high levels of student success, the parents, teachers and administrators will work together to create our Parent Involvement Plan and a School Compact, designed to strengthen the academic performance of each student. Soon afterwards, the compact will be given to each parent at our Annual Title I Meeting. We expect and request all parents, students and teachers will sign this agreement. For those parents not in attendance for our Annual Title I Meeting, an agenda from the meeting will be sent home the next school day, with a copy of the compact.

4.2: Offer flexible number of parent involvement meetings

We offer the following flexible BES we involve our parent to be involved we offer on various days and hours

- Parent Conference Principal Talk October 6
- Annual Title I First Meeting September 6
-

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

N/A

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Brookhollow Elementary PTO BES PTO	Parent & Community Representative
Business Representative	Powers Trevino	Aramark Marketing Manager
Business Representative	Cliff Sims	Sims Landscaping
Community Representative	Brettany Kokes	PHS Ready Set Teach & PALS
Classroom Teacher	Teresa Fisher	1st Grade Teacher
Classroom Teacher	Shari Griffith	5th Grade Teacher
District-level Professional	Shannon Cotter	District Reading Academy Specialist
Classroom Teacher	Sarah Keating	2nd Grade Teacher
Non-classroom Professional	Nancy Garza	Music Teacher
Classroom Teacher	Lonisa Browning	4th Grade Teacher
Administrator	Lisa Harris	Principial
Non-classroom Professional	Juanda Reyes	Special Education Teacher
Non-classroom Professional	Jennifer Smart	Intervention
Administrator	Jennifer Cunningham	Counselor
Non-classroom Professional	Janine Collins	Librarian
Classroom Teacher	Jacqueline Stockman	Kinder Teacher
Administrator	Christie Smith	Assistant Principal
Non-classroom Professional	Belinda Goyeneche	Administrative Associate
Classroom Teacher	Ariel Richers	P.E. Coach
Classroom Teacher	Allie Salazar	3rd Grade Teacher

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Aligned Essentials		\$3,000.00
4	1	3	Student Incentive and Needs		\$500.00
4	4	1	Intervention IXL		\$1,200.00
Sub-Total					\$4,700.00
Budgeted Fund Source Amount					\$1,550.00
+/- Difference					-\$3,150.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coach	6100	\$63,000.00
2	1	3	Instructional Essentials		\$500.00
2	1	5	Intervention Staff		\$50,000.00
2	1	5	tutoring, PD,		\$5,000.00
4	1	2	Student Incentives		\$3,000.00
4	1	3	Student Incentive and Needs		\$2,000.00
Sub-Total					\$123,500.00
Budgeted Fund Source Amount					\$73,927.00
+/- Difference					-\$49,573.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Meeting essentials		\$200.00
1	2	3	Teacher Incentives		\$3,000.00
4	1	2	Student Incentives		\$2,000.00
4	1	3	Student Incentive and Needs		\$3,000.00
4	3	1			\$0.00
Sub-Total					\$8,200.00
Budgeted Fund Source Amount					\$14,000.00

461 - Campus Activity Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$5,800.00
				Grand Total Budgeted	\$89,477.00
				Grand Total Spent	\$136,400.00
				+/- Difference	-\$46,923.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Child Abuse and Neglect	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Coordinated Health Program	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/3/2024	Karen Shah	9/3/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/3/2024	Karen Shah	9/3/2024
Title I, Part C Migrant	Director of Federal & State Programs	9/3/2024	Karen Shah	9/3/2024
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/3/2024	Karen Shah	9/3/2024
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Technology Integration	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024

Addendums

Early Childhood Math Plan Campus Goal - Brookhollow ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 38% in Spring 2024 to 75% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
38%	50%	55%	60%	65%	70%	75%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	12%	77%	n/a	n/a	n/a	n/a	18%	12%	n/a	n/a	n/a	n/a
2024-2025	n/a	30%	83%	n/a	n/a	n/a	n/a	26%	25%	n/a	n/a	n/a	n/a
2025-2026	n/a	44%	87%	n/a	n/a	n/a	n/a	34%	40%	n/a	n/a	n/a	n/a
2026-2027	n/a	53%	90%	n/a	n/a	n/a	n/a	39%	45%	n/a	n/a	n/a	n/a
2027-2028	n/a	60%	93%	n/a	n/a	n/a	n/a	46%	50%	n/a	n/a	n/a	n/a
2028-2029	n/a	65%	95%	n/a	n/a	n/a	n/a	52%	55%	n/a	n/a	n/a	n/a
2029-2030	n/a	70%	98%	n/a	n/a	n/a	n/a	58%	60%	n/a	n/a	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were wired)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - Brookhollow ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will maintain at 100% in Spring 2024 to June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
100%	100%	100%	100%	100%	100%	100%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
2026-2027	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
2027-2028	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
2028-2029	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
2029-2030	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested
Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - Brookhollow ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 67% in Spring 2024 to 85% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
67%	72%	78%	80%	82%	84%	85%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	65%	56%	86%	n/a	n/a	n/a	n/a	64%	56%	n/a	n/a	n/a	n/a
2024-2025	70%	60%	88%	n/a	n/a	n/a	n/a	68%	60%	n/a	n/a	n/a	n/a
2025-2026	72%	65%	90%	n/a	n/a	n/a	n/a	70%	65%	n/a	n/a	n/a	n/a
2026-2027	75%	70%	92%	n/a	n/a	n/a	n/a	72%	68%	n/a	n/a	n/a	n/a
2027-2028	80%	75%	95%	n/a	n/a	n/a	n/a	76%	70%	n/a	n/a	n/a	n/a
2028-2029	85%	80%	96%	n/a	n/a	n/a	n/a	78%	74%	n/a	n/a	n/a	n/a
2029-2030	90%	85%	98%	n/a	n/a	n/a	n/a	80%	78%	n/a	n/a	n/a	n/a

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view) Of all students, number of students "On Track" in math in either English or Spanish (unduplicated)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 3 - Brookhollow ES

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 62% in Spring 2024 to 85% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
62%	65%	70%	75%	78%	82%	85%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	54%	47%	87%	n/a	83%	n/a	50%	54%	48%	n/a	50%	n/a	n/a
2024-2025	59 %	50 %	89 %	n/a	88 %	n/a	54 %	58 %	50 %	n/a	54 %	n/a	n/a
2025-2026	62 %	55 %	92 %	n/a	90 %	n/a	60 %	60 %	52 %	n/a	58 %	n/a	n/a
2026-2027	68 %	60 %	94 %	n/a	95 %	n/a	65 %	65 %	55 %	n/a	60 %	n/a	n/a
2027-2028	74 %	65 %	96 %	n/a	96 %	n/a	68 %	68 %	60 %	n/a	65 %	n/a	n/a
2028-2029	78 %	70 %	98 %	n/a	98 %	n/a	72 %	72 %	65 %	n/a	70 %	n/a	n/a
2029-2030	82 %	75 %	100 %	n/a	100 %	n/a	80 %	80 %	70 %	n/a	75 %	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Math Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

Early Childhood Literacy Plan Campus Goal - Brookhollow ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 53% in Spring 2024 to 75% by June 2030.

Yearly Target Goal

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
53%	63%	66%	68%	71%	73%	75%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	28%	71%	n/a	n/a	n/a	n/a	8%	26%	n/a	n/a	n/a	n/a
2024-2025	n/a	32%	75%	n/a	n/a	n/a	n/a	18%	30%	n/a	n/a	n/a	n/a
2025-2026	n/a	42%	78%	n/a	n/a	n/a	n/a	28%	35%	n/a	n/a	n/a	n/a
2026-2027	n/a	54%	80%	n/a	n/a	n/a	n/a	34%	45%	n/a	n/a	n/a	n/a
2027-2028	n/a	64%	83%	n/a	n/a	n/a	n/a	38%	54%	n/a	n/a	n/a	n/a
2028-2029	n/a	72%	85%	n/a	n/a	n/a	n/a	52%	65%	n/a	n/a	n/a	n/a
2029-2030	n/a	78%	88%	n/a	n/a	n/a	n/a	62%	70%	n/a	n/a	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - Brookhollow ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 52% in Spring 2024 to 80% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
52%	58%	64%	70%	74%	78%	80%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53%	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	n/a	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65%	n/a	n/a	n/a	n/a
2026-2027	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70%	n/a	n/a	n/a	n/a
2027-2028	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75%	n/a	n/a	n/a	n/a
2028-2029	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78%	n/a	n/a	n/a	n/a
2029-2030	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80%	n/a	n/a	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - Brookhollow ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 45% in Spring 2024 to 78% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
45%	52%	58%	63%	68%	74%	78%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	53%	33%	57%	n/a	n/a	n/a	n/a	29%	36%	n/a	n/a	n/a	n/a
2024-2025	58%	39%	62%	n/a	n/a	n/a	n/a	34%	40%	n/a	n/a	n/a	n/a
2025-2026	64%	44%	69%	n/a	n/a	n/a	n/a	40%	45%	n/a	n/a	n/a	n/a
2026-2027	68%	50%	73%	n/a	n/a	n/a	n/a	46%	50%	n/a	n/a	n/a	n/a
2027-2028	72%	55%	78%	n/a	n/a	n/a	n/a	50%	55%	n/a	n/a	n/a	n/a
2028-2029	74%	65%	83%	n/a	n/a	n/a	n/a	55%	60%	n/a	n/a	n/a	n/a
2029-2030	76%	70%	88%	n/a	n/a	n/a	n/a	60%	65%	n/a	n/a	n/a	n/a

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view)
Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3 - Brookhollow ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI and STAAR Reading assessments will increase from 58% in Spring 2024 to 90% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
58%	66%	70%	75%	80%	85%	90%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	50%	46%	76%	n/a	83%	n/a	50%	36%	41%	n/a	50%	n/a	n/a
2024-2025	55%	51%	79%	n/a	88%	n/a	55%	40%	46%	n/a	55%	n/a	n/a
2025-2026	62%	56%	83%	n/a	90%	n/a	60%	45%	50%	n/a	60%	n/a	n/a
2026-2027	68%	62%	86%	n/a	92%	n/a	65%	50%	55%	n/a	65%	n/a	n/a
2027-2028	74%	68%	90%	n/a	94%	n/a	70%	55%	60%	n/a	70%	n/a	n/a
2028-2029	78%	73%	93%	n/a	96%	n/a	75%	60%	65%	n/a	75%	n/a	n/a
2029-2030	83%	80%	95%	n/a	98%	n/a	80%	65%	70%	n/a	80%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view)
Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) +

Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan