

Brookline Elementary School

"Work Hard. Be Great. No Excuses!"



2025-2026

Principal: Roderic Burns

Needs Assessment

Campus Name and #: Brookline ES 119

Principal: Roderic Burns

Area Office: South

Needs Assessment - Narrative of Data Analysis

Multiple sources of data are analyzed and used for our needs assessment. It is derived directly from the results of our STAAR assessments, TELPAS assessments, Circle Data, Dibels, and NWEA Map data as well as the TEA Accountability tables, HISD's Comparative Growth Measures, data from PEIMS, and HISD's PowerSchool. All the work is grounded in the concepts of professional learning communities, data-driven accountability, and rigorous first instruction.

Data Analysis: (2024 to 2025) - ELA

- 3rd grade STAAR Reading has shown a decline from previous year at all levels: approaches 83% to 72%, meets 63 to 40% and masters 33 to 16%.
- 4th grade STAAR Reading has shown a slight decline from the previous year at approaches and masters levels: approaches 86% to 85%, meets 62% to 63% and masters 33% to 27%.
- 5th grade STAAR Reading has shown a significant increase from the previous year at all levels: approaches 80% to 86%, meets 55% to 68% and masters 34% to 43%.

Data Analysis: (2024 to 2025) - Math

- 3rd grade STAAR Math has shown a decline from the previous year at all levels: approaches 91% to 88%, meets 69% to 58% and masters 33% to 18%.
- 4th grade STAAR Math has shown a significant increase from the previous year at all levels: approaches 76% to 88%, meets 44% to 67% and masters 16% to 41%.
- 5th grade STAAR Math has shown a significant increase from the previous year at all levels: approaches 80% to 85%, meets 48% to 62% and masters 14% to 32%.

Data Analysis: (2024 to 2025) - Science

- 5th grade STAAR Science has shown a significant increase from the previous year at all levels: approaches 44% to 66%, meets 22% to 28%, and masters 5% to 9%.

Narrative of Priority Needs and Root Causes - Including Special Education

Brookline Elementary will continue to build on the progress from the 2024-2025 school year and implement NES expectations through weekly grade and daily subject level planning, administering common assessments, and planning interventions and enrichment based on the data that was analyzed by the teachers and administrators. Brookline Elementary will focus heavily on the needed progress in reading and mathematics. Classroom teachers will continue to revise their first instruction, intervention, and enrichment practices to ensure an optimal learning environment for all students. In addition, the teachers will engage in appropriate, targeted professional development sessions. Intervention and enrichment will be provided during the regular school day. Learning Coaches and Teacher Apprentices will be used to supplement instruction in needed areas. Additionally, professional development will be implemented with teachers to ensure IEP, and accommodations are implemented at the start of the school year and monitored through bi-weekly checkpoints.

Professional development of school-wide initiatives, including improving and strengthening our level of first instruction at all grade levels, implementing our dual language one way literacy blocks with fidelity, continuing to implement Data-Driven Instruction, Coaching, Observation and Feedback, Instructional Planning, and maintaining positive School Culture at faculty meetings, and at grade and subject level PLC planning meetings. Utilizing NWEA Map and Dibels data to inform instruction for the 2025-2026 school year.

The school-wide initiatives, solidifying our literacy, math, science, and ESL blocks, so that our students are prepared, making yearly progress, and are academically prepared for the upper grades will build on Brookline Elementary's work. Additionally, we will continue to lay a solid science foundation in the lower grades. These focal points will directly contribute to another year of progress at Brookline Elementary.

School Action Plan Template

KEY ACTION ONE

Key Action One: *(Briefly state the specific goal or objective.)*

We will implement effective on-grade-level first instruction in grades PK-5 using the district curriculum to improve the quality of reading.

Indicators of success *(Measurable results that describe success.)*

- By December 2025, 60% of the PK-5th reading teachers will score 5/10 in Domain II in their spot observations.
- By December 2025 students in grades 3-5 will achieve 6/10 on Constructed Responses and increase to 8/10 by March 2026 based on bi-weekly writing samples.
- By April 2026, 70% of the 1st-5th reading teachers will score at least 6/10 in Domain II in their spot observation.
- By May 2026, at least 65% of 3rd-5th grade students will meet their expected growth from BOY to EOY NWEA Reading.
- By May 2026, PK-2nd grade students will improve from BOY to EOY and meet their expected growth on NWEA/Dibels/MAP/Circle.
- By MOY, the average score from the first two IRT visits will be at a 9 or higher.
- By EOY, the average score from the last two IRT visits will be 10 or higher.
- The percentage of students scoring at the Meets level or higher on STAAR 2026 Reading will be at least 45%.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Leaders will analyze trend data for the spot observations to provide coaching and differentiated support.
- Leaders will provide professional development on NES expectations and instructional characteristics.
- Leaders will collect Extended constructed response cards bi-weekly and provide feedback to teachers to improve instruction.
- Leaders will provide weekly lesson internalization planning meetings with teachers with opportunities for demonstration of lessons.
- Leaders will track weekly teacher data at PLCs and provide immediate and strategic feedback to improve student outcomes.
- Leaders will participate in calibration walks at other campuses to observe effective implementation of reading instruction and implement coaching to improve their school outcomes.
- Leaders will provide targeted professional development for early literacy teachers and monitor the PK instructional guidelines.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>		
	- Teachers and staff will attend Professional Development sessions and implement the training provided. - Teachers and staff will ensure that feedback given from all campus and district leaders will be implemented immediately. - Teachers will implement the NES expectations and the instructional characteristic training in their lessons daily. - Teachers will internalize lessons and provide demonstrations of their lessons weekly with campus leaders. - Teachers will track student Demonstration of Learning and district assessments and meet with campus leaders to determine instructional moves to improve student outcomes. PK-5 teachers will conduct demonstration lessons every Thursday (based on identified misconceptions and/or upcoming lessons). PLC members will provide feedback and next steps to the presenter. - Teachers will implement MRS strategies for 100% engagement and understanding in daily lessons every 4 to 8 minutes.		
	Key Action One: We will implement effective on-grade-level first instruction in grades PK-5 using the district curriculum to improve the quality of reading.		
Staff	Who: All teachers and staff at Brookline Elementary School		
	What: NES Expectations, Instructional Characteristics and Domain II		
	When: August 2025		
	Where: Cafeteria/Library		
Budget	Proposed item	Description	Amount
	Staff development	August Pre-Service	\$0
	Materials/resources	Professional Development toolbox for teachers	\$0
	Purchased services	None	\$0
	Other		\$0
	Other		\$0
	TOTAL		\$0
Funding sources:			

KEY ACTION TWO

Key Action Two: *(Briefly state the specific goal or objective.)*

We will implement effective on-grade-level math first instruction in PK-5 grades using the district math curriculum to improve the quality of math instruction.

Indicators of success *(Measurable results that describe success.)*

- Spot Observations conducted by administration using the rubric by November 2025 the number of math teachers will achieve a spot score of 9.5/15, and by May 2026 the number of math teachers will achieve a spot score of 10.5/15
- By May 2026, at least 65% of 3rd-5th grade students will meet their expected growth from BOY to EOY NWEA Mathematics.
- By MOY, the average score from the first two IRT visits will be at a 9 or higher.
- By EOY, the average score from the last two IRT visits will be 10 or higher.
- The percentage of students scoring at the Meets level or higher on STAAR 2026 Mathematics will be at least 45%.

Specific actions – Leaders *(What specific action steps will the staff take to accomplish the objective?)*

- Leaders will track and review Zearn data for 3rd-5th grade students.
- Leaders will facilitate weekly PLCs for curriculum lesson internalization sessions following the coaching protocol steps. We will emphasize the teacher analysis of math problems with a “student mind”, so the teachers are able to anticipate misconceptions and challenges in the lesson.
- Leadership team will conduct daily coaching visits to classrooms that focus on students' engagement through frequent MRS –every 4 to 8 minutes, lesson components coherence, teacher effective use of students Demonstrations of Learning (DOL) to intervene and redirect misconceptions during first instruction and provide feedback to teachers.
- Leadership team will calibrate twice a week using spot observation data and analyze trends and opportunities to provide staff development for teachers.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Math teachers will follow lesson internalization protocols and embed MRS strategies for checking for student understanding and engagement
- Math teachers will actively participate in data-driven PLC to analyze BOY, MOY and EOY from NWEA assessment and set specific targets for students and action steps with campus goals in mind (during each progress monitoring date).
- In addition to DOLs, the teachers in grades 3 to 5 will incorporate STAAR formatted questions in every unit in their lesson
- All teachers will use campus wide system for tracking Zearn usage that will ensure students complete 30 lessons by October 2025, 60 lessons by January and 90 or more lessons by April for Zearn.

	- Content teachers will actively participate in weekly PLCs to analyze students DOL and plan for actionable steps that ensure students' progress. - All teachers will utilize school wide data tracking system that will be aligned in all classrooms and communicate progress expectations to students.
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	Key Action Two: We will implement effective on-grade-level math first instruction in PK-5 grades using the district provided math curriculum to improve the quality of math instruction.		
Staff	Who: All teachers and staff at Brookline Elementary School		
	What: NES Expectations, Instructional Characteristics and Domain II		
	When: August 2025		
	Where: Cafeteria/Library		
Budget	Proposed item	Description	Amount
	Staff development	August Pre-Service	\$0
	Materials/resources	Participant's Guide for each Slide Deck	\$0
	Purchased services	None	\$0
	Other		\$0
	Other		\$0
	TOTAL		\$0

	Funding sources:
KEY ACTION THREE	Key Action Three: <i>(Briefly state the specific goal or objective.)</i> Close the learning gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals
	Indicators of success <i>(Measurable results that describe success.)</i> • 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs. • At least 50% of our students receiving Special Education services will demonstrate growth on NWEA MAP EOY; or STAAR/STAAR Alt by increasing one performance level (for students in grades 3-5). • Campus is 100% compliant on ARD meetings and other district monitoring criteria. • The percentage of students in grades K-5 performing at advanced and advanced high level on TELPAS Reading will increase by 5% from 2025 to 2026. • 50% of Emergent Bilingual students in grades 2-5 will demonstrate at least one year's growth in TELPAS based on their composite ratings for 2026
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> • The leadership team will participate in all BOY meetings facilitated by the Special Education team and ensure that the students' IEPs are delivered to all teachers serving each student receiving Special Education services and that the teachers have opportunities to ask questions for understanding and clarity. • Principal and Special Education will collaborate to ensure timely scheduling and notification of parents regarding regularly scheduled and specially requested ARD meetings. • During bi-weekly meetings with the Special Education team and monthly leadership team meetings with Sp.Ed. Chair, Principal will review compliance and instructional concerns reported by the Special Education and core content teachers. • During routine classroom observations, the leadership team will collect data on the students' use of designated supports, discuss it with core content and enrichment teachers, and determine action steps during PLC meetings once per month. • Principal and Special Education Chair will ensure that 100% of students are receiving content support inside or outside of the core content classrooms, in accordance with their IEPs, and that all sessions are properly documented in PowerSchool. • Principal and Special Education Chair will collaborate to ensure timely completion of progress monitoring reports every 3 weeks. • LPAC administrator will facilitate professional development sessions on the content-

	based language instruction (CBLI) during August Pre-service and follow-up PLC meetings in September and October 2025, January and March 2026. • The leadership team will collect data on the implementation of the CBLI strategies during the Spot observations at least once per week. • The leadership team will conduct training on the Grades 3-5 RLA Constructed Response Scoring Guide for all core content teachers in grades 1-5 by the end of September 2025; will monitor implementation of the RACE strategy for constructed response in RLA and Social Studies classes (modified strategy for grades 1-2); oversee the collection of student writing samples; and analyze them in PLC meetings once per month beginning in October 2025. • LPAC Administrator will facilitate data PLC meetings to analyze the K-12 Summit assessment data at BOY, MOY, and Summative assessment window and set specific targets for students and action steps to align with campus goals.
	Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>) • Special Ed. Chairperson will meet with individual teachers and school leaders to explain the accommodations/and or designated supports each Special Ed. student is to receive. • All teachers will implement the IEP of Special Ed. student with fidelity in all classes. • Support staff will provide assistance as needed to Special Ed. students. (as identified in the student's IEP). • Teachers will implement content-based language instruction (CBLI) during the school year and follow-up with leadership during weekly PLC meetings. • Teachers will receive training on RLA Constructed Response Scoring Guide for all core content teachers in grades 1-5 by the end of September 2025; will implement the RACE strategy for constructed response in RLA and Social Studies classes (modified strategy for grades 1-2); oversee the collection of student writing samples; and analyze them in PLC meetings once per month beginning in October 2025. • Teachers will meet during PLC meetings to analyze the K-12 Summit assessment data at BOY, MOY, and Summative assessment window and set specific targets for students and action steps to align with campus goals. • Teachers will progress monitor Summit K-12 program usage and assessment data.

	Key Action Three: Close the learning gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals
Staff	Who: All teachers and staff at Brookline Elementary School
	What: NES Expectations, Instructional Characteristics and Domain II
	When: August 2025
	Where: Cafeteria/Library

Budget	Proposed item	Description	Amount
	Staff development	August Pre-Service	\$0
	Materials/resources	Professional Development	\$0
	Purchased services		\$0
	Other		\$0
	Other		\$0
	TOTAL		\$0
	Funding sources:		

KEY ACTION FOUR

Key Action *(Briefly state the specific goal or objective.)*

We will implement effective on-grade-level first instruction in PK-5 grades using the district provided science curriculum to improve the quality of science instruction.

Indicators of success *(Measurable results that describe success.)*

- Spot Observations conducted by administration using the rubric by November 2025 the number of science teachers will achieve a spot score of 9.5/15 and by May 2026 the number of science teachers will achieve a spot score of 10.5/15.
 - By MOY, the average score from the first two IRT visits will be at a 9 or higher.
 - By EOY, the average score from the last two IRT visits will be an 10 or higher.
 - By May 2026, 3rd-5th grade students will improve from BOY to EOY and meet their expected growth on NWEA
- The percentage of students scoring at the Meets level or higher on STAAR Science will increase 5% from 2025 to 2026

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Leadership team will revise campus Master schedule to prioritize science instruction with the LSAE model in 5th grade.
- Facilitate weekly PLC's that focus on curriculum internalization, At-Bats/Demo lessons, and Data-protocols, including analyzing of DOL data.
- Leadership team will use the spot observation tool to annotate evidence of lesson effectiveness and to provide timely feedback to individual teachers, in addition to daily classroom visits.
- Leadership team will calibrate twice a week using spot observation data to provide quality feedback to science teachers and provide staff development based on science trend data.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> - Science teachers will setup their classrooms, internalize lessons, and track data. - Science teachers will follow internalization protocols established by campus and implement the district curriculum. - Science teachers will actively participate in data-driven PLC to analyze BOY, MOY and EOY from NWEA assessment and set specific targets for students as well as action steps with campus goals in mind (during each progress monitoring date). - Science teachers will actively participate in weekly PLCs to analyze students' DOL and plan for actionable steps that ensure students' progress. - All teachers will have a student-friendly data wall in their rooms and communicate progress expectations to students. - The teachers will immediately implement feedback given by campus and district leaders.
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	Key Action Four: We will implement effective on-grade-level first instruction in PK-5 grades using the district provided science curriculum to improve the quality of science instruction.		
Staff	Who: All teachers and staff at Brookline Elementary School		
	What: NES Expectations, Instructional Characteristics and Domain II		
	When: August 2025		
	Where: Cafeteria/Library		
Budget	Proposed item	Description	Amount
	Staff development	August Pre-Service	\$0
	Materials/resources	Professional Development	\$0
	Purchased services		\$0
	Other		\$0
	Other		\$0
	TOTAL		\$0

Funding sources: