

Burleson Independent School District
Brock Elementary
2024-2025 Campus Improvement Plan



Mission Statement

It is the mission of Ann Brock Elementary to empower and develop the whole child to reach his/her full potential. By creating a safe environment through relationships built on mutual respect while providing quality instruction, our students will become lifelong learners.

Vision

We believe that the most promising strategy for achieving the mission of Ann Brock Elementary is to develop our capacity to function as a professional learning committee. We envision a school in which staff:

- Create a safe and secure learning environment for all students
- Model and hold high expectations of mutual respect for all students and staff members
- Encourage and facilitate lifelong learning
- Monitor, adjust, and plan for student achievement on a continuous basis

Core Beliefs

- Your family is our family. We believe in building relationships with each stakeholder in our school community.
- We believe in developing the whole child through character lessons and a mentor program with Huguley Hospital and Oak Grove Baptist.
- We believe learning should be fun. We incorporate themed dress-up days, hands-on learning, and inquiry-based learning to enhance the curriculum.
- We believe students can learn at high levels. Through our response to the intervention team, we meet students where they are to ensure academic success.
- We believe students learn through fine arts and fitness. Fitness clubs, Art Club, and music lessons are offered free of charge before, during, and after school.
- We believe students learn best when they feel welcomed, comfortable, and safe.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As of July 2024, Brock has approximately 620 students enrolled. Approximately 40% of the students are Hispanic, 33% are White, 19% are African American, and the remaining population is made up of American Indian or Alaskan Native, Asian, Pacific Islander, and multi-racial. Brock has a population of 53% Economically Disadvantaged, 9.4% EB, 13% at-risk, 13% special education, and a mobility rate of 13%.

The attendance rate at Brock was 94%.

There were approximately 630 students enrolled in the 2021-2022 school year, approximately 640 in the 2022-2023 school year, and approximately 627 in the 2023-2024 school year, which saw a slight decrease in enrollment.

There are 4 K-1 classrooms and 5 2nd-5th classrooms. We have 2 sections of full-day PreK. We added two special education self-contained programs with Functional Living and Functional Academics.

The percentage of Brock student groups that are significant to our demographics and accountability includes 1) Economically Disadvantaged 53%, 2) Special Education 13%, 3) Hispanic 40%, 4) Bilingual/ESL 9.4%, 5) African American 19%, and 6) 33% white students. Brock is proud to be a diverse campus.

Due to a consistent number of economically disadvantaged students, there is a need for experiences that bridge the relationship between school and home. Brock needs to work more with conferencing and educating parents on ways to help their students be more successful. A focus on family engagement would help the overall academic and social-emotional growth of students and families in the community. Feedback from families requested continued opportunities for exposure to continued academic opportunities through our after-school and summer programs.

Demographics Strengths

- Strong teacher/staff experience
- Special Education numbers closely mirror the state's population
- Parent surveys show a strong school-home connection

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Educational parent and family engagement opportunities have been limited. **Root Cause:** We stopped parent and family engagement nights due to COVID-19, but as of 2024, we added more involvement opportunities.

Student Learning

Student Learning Summary

The STAAR scores include the performance levels of Masters, Meets, Approaches, and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students will likely succeed with targeted academic intervention in the next grade or course. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The "Masters" category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Domain	2023	2024	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	2023 Overall Score	2024 projected score
(126902110) - Ann Brock EL At Oak Grove							
Student Achievement	78	77				85	79.7
School Progress, Part A	82	74					
School Progress, Part B	80	80			70%		
Closing the Gaps	81	79			30%		

Domain 1

- To earn an 82 in Domain 1, we need our average of Approaches or higher, Meets or higher, and Masters to be 54. In 2024 the average was 50.
- If our meets holds at 50% and our masters holds at 23%, we can move our approaches from 77% to 90% and achieve the gains you need.
 - That means 80 tests moving from did not meet to approaches.

Domain 2

- Teacher awareness of who was masters and who was meets in 2024 can help as they plan rigorous extension to ensure students do not drop a performance level.
- If the highlighted students below had not dropped a performance level, you would have scored an 87 in Domain 2A.
- If half of them had not dropped, you would have scored an 80 in Domain 2A.

Domain 2B

- If you achieve the Domain 1 goal above and your ECD percentage remains constant, you would earn an 84 in Domain 2B.
-

2023 Performance Level	2024 Performance Level					
	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Did Not Meet Low	19	4	4	2	0	0
Did Not Meet High	9	8	6	7	3	1
Approaches Low	5	10	11	11	4	4
Approaches High	3	10	7	12	21	6
Meets	1	1	7	14	43	36
Masters	0	0	0	4	25	62

Domain 3

- Domain 3 groups for closing the gap will continue to be African American and Hispanic.
- If we continue meeting all of the Closing the Gaps targets you met this year and make the growth target in math for 1 student group, your Domain 3 score would be an 82.
- Continue to track data on African American RLA Growth, All Students Student Success, and High Focus Student Success.

Looking deeper into the **MAP** Spring Percentage of Students Who Met or Exceeded Their Projected RIT Score

23-24 Fall to Spring Percentage of Students Who Met or Exceeded Their Projected RIT Score READING					
Kinder	1st	2nd	3rd	4th	5th
63.3	41	69.4	50.5	55.4	42.9
23-24 Fall to Spring Percentage of Students Who Met or Exceeded Their Projected RIT Score MATH					
Kinder	1st	2nd	3rd	4th	5th
62.7	54	67.1	76.7	67.3	49.4

23-24 Fall to Spring Percentage of Students Who Met or Exceeded Their Projected RIT Score SCIENCE									
5th									
76.1									

Teachers are looking for engaging hands-on materials to help students with conceptual understanding using the Math RBIS and Reading RBIS. Teachers gave input on using an online tool based on individual RIT scores. IXL will be used to support Reading (3-5), Math, and Science; Amplify Boost will be used in K-2 to support reading. The programs to support tier 3 are Zearn and Lexia.

Teachers need to provide intervention during the school day in tiers 2 and 3. They will also provide tutoring after school to meet students' needs.

The 5th-grade STAAR science scores are a reflection of TEKS not being mastered at each grade level.

Student Learning Strengths

Student groups met all interim achievement and growth measures except Math interim growth in all student and high-focus areas. (High focus. Students are included in the high-focus student group if they are identified as any of the following: Economically disadvantaged, EB student/EL (current and monitored), Current special education, and Highly mobile (foster, homeless, migrant).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All students did not earn the maximum points on constructed and extended responses. **Root Cause:** Teachers learning a new curriculum with a new test redesign.

Problem Statement 2: Students not mastering math TEKS. **Root Cause:** Students do not have the conceptual knowledge of math standards at each grade level.

Problem Statement 3: Students not mastering Science TEKS. **Root Cause:** TEKS at each grade level are not being taught to mastery.

Problem Statement 4: Students need small group instruction to reach mastery of concepts. **Root Cause:** Small group instruction being provided during class time was limited with the new curriculum.

Problem Statement 5: Based on MAP scores, all students did not reach high growth and high achievement. **Root Cause:** Teachers need an online tool to supplement instruction in small groups based on individual RIT scores.

Problem Statement 6: With the STAAR redesign, all students did not master the constructive and extended response prompts. **Root Cause:** With a new curriculum and STAAR redesign, we did not work vertically to break down the components and share best practices of the writing process.

School Processes & Programs

School Processes & Programs Summary

Brock assessed the processes and programs for the 2023-2024 school year. Results identified three school-wide processes needing improvement: (1) analysis of the results from various data sources used for planning instruction (2) Tier 1 instruction (with emphasis on differentiation) and (3) non-academic support for students, parents, and staff by the campus counseling department.

When analyzing the intersections between the three findings listed above with the Demographics and Student Achievement Data for 2023-2024, the process for implementing Tier 1 instruction is not working at the desired level for the identified student groups of EB, Special Education, Hispanic, and At-Risk, but the school's overall performance in Domains 1, 2 and 3 are also lacking. Students in 3rd grade are performing at a lower rate in reading than in math. This is attributed to students entering 3rd grade below reading level. With the HQIM, students will be taught at grade level with rigorous text to gain both knowledge and skills. We did see growth in math in all grade levels.

Teachers utilizing HQIM (Amplify, Eureka, and HMH) will increase the rigor in the classroom. The instructional coach will support teachers in high-yield strategies, using Math and Reading RBIS to help students with conceptual understanding.

Teachers continue to struggle with differentiated instruction. Brock needs explicit coaching for teachers to help transform the academic low performance to improve our school overall. We need to improve systems of intervention through pull-out for students performing significantly below grade level. We did not sustain growth from 4th to 5th Domain III has identified student groups that are not meeting in student achievement at the "meets/masters" level.

Implementing strong phonics is part of HQIM, which builds both knowledge and skills. With HQIM, we will continue to implement Heggerty in pre-K through 2nd grade classrooms.

Explicit professional development in tier 1 instruction, instructional coaching, academic and behavior intervention for students, and relational strategies with students and parents is needed to recruit, support, and retain highly qualified teachers. Teachers continue to request professional development in behavior strategies in the classroom.

During the 2024-2025 school year, we will expand our knowledge of the writing rubric for short and extended constructive responses.

Tier I behavior and classroom management are changing at Brock, and we must be able to build strong relationships and connections to set high standards and expectations for student academic performance. This will improve overall performance and prepare students for college and career readiness by increasing the number of students achieving meets and masters. Working with the district behavior interventionist and campus counselor, we will train teachers in strategies to utilize in the classroom to support student learning.

For the McKinney Vento population, we will help provide resources and supplies for students to carry out the day-to-day school activities.

A transition program will be in place for students to successfully transition from PreK/Home/Daycare to Kindergarten through a Kinder Camp. Teachers will utilize the two-day camp to introduce students and parents to the processes and procedures of the school day and assess students' academic knowledge.

Feedback from families requested continued exposure to academic opportunities through our after-school and summer programs. A focus on family engagement would help the overall academic growth of students and families in the community. We will continue to partner with community resources to support families with consistent behavior expectations in the home and school.

Attendance is a factor in low student performance. We had over 6,000 absences in the 2023 school year. We will implement a system to track attendance. We will also continue to create attendance incentives for individuals and classrooms. Attendance counseling will be provided to students to offer resources to support good attendance.

School Processes & Programs Strengths

- We have identified weaknesses and have a plan to address them within our system.
- MAP provides a continuum of learning that is utilized to move student in each category of performance.
- Administrators and teachers have a strong sense of urgency to implement the best instructional practices every class period every day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Low attendance of 94% overall impacts student learning. **Root Cause:** A system was not in place by administrators to track and follow up with students that are consistently absent or tardy.

Problem Statement 2 (Prioritized): The McKinney Vento population changes each year. Students that qualify for this do not have the necessary items to carry out the day to day school activities. **Root Cause:** Families do not have the resources to provide necessary items.

Problem Statement 3 (Prioritized): Students lose academic ground throughout the summer months. **Root Cause:** Students do not have access to academic exposure and programs over the summer.

Problem Statement 4 (Prioritized): Students have gaps in learning that need support in tier 1, 2, and 3 instruction to build foundational skills and extend learning. **Root Cause:** A systematic approach with coaching on interventions and extensions in tier 1, 2, and 3 was not implemented with fidelity with evidence-based practices.

Perceptions

Perceptions Summary

The core values of Brock and Burleson ISD reflect the conditions under which students learn best. These include:

- Setting high expectations for all.
- Cultivating and sustaining intellectual curiosity.
- Students' voice is heard in making decisions about their education.
- Intentional development of student character and interpersonal skills.
- Strong, positive relations are present between staff and students that result in high engagement and a sense of belonging.
- Recognizing and nurturing individuals' strengths and talents.
- Providing students choices to increase engagement and ownership of their learning.
- Honoring the unique needs of the individual while creating a physically and emotionally safe learning environment.
- Fun is an integral part of the learning process.
- Growth occurring through the challenge.

New teachers and families come into our school with all kinds of previous school experiences. Because of this diversity in experience, we work very hard at maintaining a culture of high expectations for student learning. Brock wants to narrow the performance gap among all student groups, and particularly between those identified as At-Risk and those who are not At Risk. The message that the entire staff is asked to constantly convey to students, parents, and community members is, "We have ownership for students—ALL students. We take them where they are and we move them quickly and as far as we can. When students walk in the door, they belong to us."

Students are taught that excellence is a habit to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to do it well every time. Students are taught the value of practice. Practice creates habits; therefore, we all practice excellence. To ensure classrooms are places where students feel safe and respected, the expectation is set for positive student behavior. Expectations are reinforced with our system of Positive Behavior Interventions (PBIS). The staff understands that a culture of respect with parents must be earned and communication is key.

An annual review of the discipline records includes student conflicts, all forms of violence, bullying, drug offenses, and DAEP placements. In staff surveys, they do not feel equipped to handle significantly disruptive misbehavior in the educational environment. They expressed a need to look at our practices in the area of student behavior. Professional development in PBIS and other systems will continue to be provided, adjusted, and monitored to make a difference in our relationships with students and families, as well as assist with conflict resolution.

Brock also places a priority on creating a family and community-friendly school environment. Our parent-teacher organizations and booster clubs communicate in a key way to engage parents and the community. In addition to typical newsletters sent home, school events are posted on websites, Facebook, and Twitter. We will continue the practice of providing substitutes during the school day to meet with parents about individual student progress.

Perceptions Strengths

- Families feel connected to our organization based on not seeing a decrease in enrollment due to schools of choice.
- Our stakeholders are involved in our community involvement activities.
- We have implemented a PBIS system to decrease the number of discipline referrals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers need specific strategies to meet the needs of students with challenging behaviors in the classroom. **Root Cause:** Lack of training for staff in de-escalation and how to engage all learners in the classroom.

Problem Statement 2: Educational parent involvement opportunities have been limited to social events. **Root Cause:** We have not communicated and created an environment that places a priority on academic events.

Priority Problem Statements

Problem Statement 1: Low attendance of 94% overall impacts student learning.

Root Cause 1: A system was not in place by administrators to track and follow up with students that are consistently absent or tardy.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Teachers need specific strategies to meet the needs of students with challenging behaviors in the classroom.

Root Cause 2: Lack of training for staff in de-escalation and how to engage all learners in the classroom.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The McKinney Vento population changes each year. Students that qualify for this do not have the necessary items to carry out the day to day school activities.

Root Cause 3: Families do not have the resources to provide necessary items.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students lose academic ground throughout the summer months.

Root Cause 4: Students do not have access to academic exposure and programs over the summer.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Educational parent and family engagement opportunities have been limited.

Root Cause 5: We stopped parent and family engagement nights due to COVID-19, but as of 2024, we added more involvement opportunities.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Students have gaps in learning that need support in tier 1, 2, and 3 instruction to build foundational skills and extend learning.

Root Cause 6: A systematic approach with coaching on interventions and extensions in tier 1, 2, and 3 was not implemented with fidelity with evidence-based practices.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals





Goal 1: Brock Elementary will put in place systems for strong school leadership and planning.

Performance Objective 1: Campus Leadership will meet regularly to grow as a Professional Learning Community and provide consistency across the campus.

High Priority

Evaluation Data Sources: Measures of Academic Progress (MAP); all tested areas STAAR results; Benchmark Assessment System (BAS)

Strategy 1 Details	Reviews			
Strategy 1: The Brock instructional leadership team will coach, model, and provide clear, transparent expectations regarding classroom instruction, the use of resources, and work as a PLC. Strategy's Expected Result/Impact: Student growth as measured my MAP Give meaningful feedback to improve Tier 1 instruction. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Campus instructional leaders and teachers will work as a PLC to review disaggregated data, track and monitor the progress of all student groups, and provide evidence-based feedback to teachers. Strategy's Expected Result/Impact: Student groups will meet the expected % in Domain 3 as measured by STAAR Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	May

Strategy 3 Details	Reviews			
Strategy 3: Administrators and the instructional coach will schedule and conduct regular classroom observations, provide feedback, and schedule follow-up observations to monitor progress and provide ongoing support. Strategy's Expected Result/Impact: 60% growth on MAP at each grade-level Staff Responsible for Monitoring: Administrators and instructional coach Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: Using 2024 STAAR data, administrators and the instructional coach will lead teachers in vertical PLCs to strengthen student writing and conceptual understanding of math standards. Strategy's Expected Result/Impact: Students can respond to the constructed response questions to meet the rubric criteria. Students can understand concrete math to answer abstract questions. Staff Responsible for Monitoring: Administrators and instructional coach	Formative			Summative
	Nov	Feb	Apr	May
Strategy 5 Details	Reviews			
Strategy 5: Administrators and the instructional coach will support teachers with using data to meet the needs of at-risk students during W.I.N. time Strategy's Expected Result/Impact: increase in RIT scores on MAP and STAAR reading and math Staff Responsible for Monitoring: administrators, teachers, instructional coach Title I: 2.4, 2.6	Formative			Summative
	Nov	Feb	Apr	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Brock Elementary will put in place systems for strong school leadership and planning.





Performance Objective 2: Brock will use an online system to support the Campus Improvement Plan and Title 1 federal documentation.

Strategy 1 Details	Reviews			
Strategy 1: The administration will use Title 1 Crate and 806 Technologies to administer the CIP and federal program. Strategy's Expected Result/Impact: We will stay up-to-date and compliant on all Title 1 documents. Staff Responsible for Monitoring: administrators	Formative			Summative
	Nov	Feb	Apr	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

Goal 2: Brock Elementary will put in place systems for effective, well-supported teachers.

Performance Objective 1: 100% of Brock's professional development will be aligned to the district's expectations and state and federal requirements.





Evaluation Data Sources: District and campus professional development documentation

Strategy 1 Details	Reviews			
Strategy 1: All staff members will be trained to implement Response to Intervention in alignment with district guidelines. Strategy's Expected Result/Impact: An aligned RtI process for the school district and improved student placement and performance. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Campuses implement high-fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training to support HQIM. Strategy's Expected Result/Impact: Student median conditional growth as measured by MAP at or above the 60th percentile and STAAR standards in Domain 1, 2 and 3. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
Strategy 3: All instructional staff will be trained in Positive Behavior Intervention Strategies and trauma-informed professional development. Strategy's Expected Result/Impact: Stronger relationships built with students that will lead to a decrease in ISS/ OSS/ and DAEP placements. Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Feb	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: New teachers will have a campus mentor to support them in growing in the profession.	Formative			Summative
	Nov	Feb	Apr	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Brock Elementary will put in place systems for effective, well-supported teachers.

Performance Objective 2: Brock will ensure that 100% of teachers meet "highly qualified" status excepting those positions hired under the BISD "District of Innovation Plan."

Evaluation Data Sources: List of Highly Qualified Teachers by Campus

Strategy 1 Details	Reviews			
Strategy 1: Teachers and paraprofessionals will be provided assistance in meeting all certification and highly qualified requirements of their jobs. Strategy's Expected Result/Impact: Students will be taught by highly qualified educators Staff Responsible for Monitoring: Administrator; Executive Director of Human Resources	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: The district will only hire highly qualified and/or appropriately certified teachers. Strategy's Expected Result/Impact: Students will be taught by highly trained and skilled professional educators Staff Responsible for Monitoring: Campus Principals; Executive Director of Human Resources	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
Strategy 3: The district will provide ESL Certification classes to ensure teachers have the skills necessary to work with our LEP student group. Strategy's Expected Result/Impact: Additional teachers will be ESL Certified. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Feb	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: Paraprofessionals will be hired to support students' academics and behavior. Strategy's Expected Result/Impact: academic growth on state and district assessments	Formative			Summative
	Nov	Feb	Apr	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Brock Elementary will put in place systems to support a positive school culture.

Performance Objective 1: Brock will define clear pathways of articulation for students involved in programs of choice.

Evaluation Data Sources: Pathways of Articulation for Programs available at Brock.

Strategy 1 Details	Reviews			
Strategy 1: Programs of choice will be offered during and after the school day, along with summer opportunities. For example, video/media clubs (Tiger Tube), exercise/fitness clubs, lifelong sports clubs, music, and art lessons will be offered. Students will also be invited to summer library camp. Strategy's Expected Result/Impact: promotion, recruitment and retention of choice students Staff Responsible for Monitoring: Administrators Program Sponsors Funding Sources: Salaries and supplies - 211 - Title 1-A - \$6,994	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Identified at-risk students will be invited to be part of the Brock Mentor Program with community members. Strategy's Expected Result/Impact: number of students involved in program survey of students involved in program Mentors will build positive relationships. Staff Responsible for Monitoring: Administrators Mentor Sponsors	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
Strategy 3: Through a Kinder Camp, a transition program will be in place for students to transition successfully from PreK/Home/Daycare to Kindergarten. Teachers will utilize the two-day camp to introduce students and parents to the process and procedures of the school day along with assessing students' academic knowledge. Strategy's Expected Result/Impact: Students will successfully transition into the school setting. Title I: 2.6	Formative			Summative
	Nov	Feb	Apr	May



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Brock Elementary will put in place systems to support a positive school culture.

Performance Objective 2: All students will be exposed to a post high school experience in order to explore talents and interests that connect to learning and future endeavors.

Evaluation Data Sources: Survey of student awareness

Strategy 1 Details	Reviews			
Strategy 1: Prior to the end of the year, 5th-grade students will be given information to learn about secondary education opportunities. Strategy's Expected Result/Impact: Students will be exposed to the opportunities at the secondary level that will guide their selection of courses and extracurricular. Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Students will be given the opportunity to take the CBE test in the district window. Strategy's Expected Result/Impact: Students will be able to test for advanced placement to promote to a higher grade-level. Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
Strategy 3: Based on STAAR and district assessment performance, identify students in grade 5 with potential for success in Pre-Advanced Placement (PAP) prior to spring course registration. Strategy's Expected Result/Impact: Increased enrollment of upcoming 6th-8th grade students in PAP coursework Staff Responsible for Monitoring: Administrators, Teachers, Counselor	Formative			Summative
	Nov	Feb	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: BISD/Brock will educate students and parents on the benefits of advanced coursework by incorporating AP, PAP, and Dual Credit information into parent information events, as well as through campus and district publications. Strategy's Expected Result/Impact: Higher understanding of parents of the opportunities for and the benefits of advanced coursework Staff Responsible for Monitoring: Administrators, Director of Communications	Formative			Summative
	Nov	Feb	Apr	May

Strategy 5 Details	Reviews			
Strategy 5: Through parent academies and family involvement nights, Brock will educate parents on instructional strategies to improve student reading, math, and writing in Pre K-5th grade. For example: Math nights, ELAR nights and Pre K Family Night. Strategy's Expected Result/Impact: Teachers will invite and plan a night of instructional strategies with games. Staff Responsible for Monitoring: Administrator, Teachers, Title I: 4.2	Formative			Summative
	Nov	Feb	Apr	May
Strategy 6 Details	Reviews			
Strategy 6: Brock will work with parents to create a parent and family engagement policy to ensure effective parents and family members to improve student achievement. Title I: 4.1	Formative			Summative
	Nov	Feb	Apr	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: Brock Elementary will put in place systems to use high-quality curriculum in our schools.

Performance Objective 1: Brock students will receive instruction using High Quality Instructional Materials.





Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district-approved High-Quality Instructional Materials for Tier 1 instruction in the classroom. Strategy's Expected Result/Impact: Tier 1 instruction with a curriculum that is aligned with the TEKS. Staff Responsible for Monitoring: Administrators, instructional coach, and coordinators Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will follow the BISD pacing guide and work as a PLC; we will use protocols to plan with backward design through lesson internalization, lesson rehearsals, disaggregated data, and video-modeled lessons (with equipment such as the Owl) to build a toolbox of research-based best practices. Title I: 2.5	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
Strategy 3: Brock teachers will work with Region 11 coaches to increase proficiency using High-Quality Instructional Materials. Strategy's Expected Result/Impact: increase on MAP in all grade levels to the national norms and increase in meets and masters on STAAR subjects. Staff Responsible for Monitoring: teacher, administrators, coaches	Formative			Summative
	Nov	Feb	Apr	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div><div></div></div><div>100%</div></div>Accomplished</div> <div><div><div><div></div></div><div></div></div>Continue/Modify</div> <div><div><div><div></div></div><div></div></div>Discontinue</div>				

Goal 5: Brock Elementary will put in place systems to ensure effective instruction takes place in all classrooms.

Performance Objective 1: 60% of students (all student groups) will meet their individual end-of-year growth goals on Measures of Academic Progress (MAP) in Reading and Math.

Evaluation Data Sources: STAAR reading and math

Strategy 1 Details	Reviews			
Strategy 1: Brock teachers will set specific, measurable, attainable, relevant, and time-bound (SMART) growth goals for each student based on their baseline MAP scores. Strategy's Expected Result/Impact: Teachers and students will know academic strengths and weaknesses to drive instruction. Staff Responsible for Monitoring: Administrators and Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Develop individualized learning plans that outline specific strategies, resources, and interventions tailored to each student's needs. Strategy's Expected Result/Impact: MAP Growth and Fluency STAAR Staff Responsible for Monitoring: Administrators, Interventionists, Teachers, and Special education teachers. Title I: 2.4, 2.6	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use intentional instructional programs/strategies that enhance the curriculum and engagement level of students at the instructional level of each student. For example but not limited to: IXL K-5 will be used with each student's specific data to meet the student's individual needs; Storyworks to improve reading comprehension of paired passages. Strategy's Expected Result/Impact: Students will show an upward trend in MAP data between 3 administrations. An increase in approaches, meets and masters level as measured by STAAR. Staff Responsible for Monitoring: Administrators, teachers Title I: 2.4, 2.6	Formative			Summative
	Nov	Feb	Apr	May

Strategy 4 Details	Reviews			
Strategy 4: Through PLC, teachers will monitor student group data. Teachers will utilize data from common assessments to meet the needs of the students in tier 1 and tier 2 to close the gap among student groups. After-school tutoring will be put into place identifying students with MAP and common assessment data. Strategy's Expected Result/Impact: students will show growth between the fall-winter and winter-spring MAP assessment Staff Responsible for Monitoring: Administrators, Teachers, Interventions staff Title I: 2.4, 2.6 Funding Sources: Tutors - 211 - Title 1-A - \$7,000	Formative			Summative
	Nov	Feb	Apr	May
Strategy 5 Details	Reviews			
Strategy 5: As a Title 1 campus, we will employ interventionists and paraprofessionals trained in tier 3 strategies to serve students significantly below reading and math levels. Strategy's Expected Result/Impact: Interventionists and paraprofessionals will use evidenced basic instructional strategies to close the gaps in student learning in reading and/or math, as evidenced by MAP Growth, MAP Fluency, and STAAR. Staff Responsible for Monitoring: Administrators, Interventionist Title I: 2.5, 2.6 Funding Sources: Interventionist and Paraprofessional - 211 - Title 1-A - \$202,681	Formative			Summative
	Nov	Feb	Apr	May
Strategy 6 Details	Reviews			
Strategy 6: The campus will put into place district-wide Response to Intervention strategies aligned with the district Response to Intervention guide. Strategy's Expected Result/Impact: Students will receive instructions to intervene or extend their learning, allowing them to show growth on district and state assessments. Staff Responsible for Monitoring: Administrators, Teachers, Interventionist Title I: 2.6	Formative			Summative
	Nov	Feb	Apr	May
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 6: Brock Elementary will follow all BISD, state, and federal guidelines.

Performance Objective 1: Brock will follow Board policies FFI(LEGAL) and FFI(LOCAL) with regard to bullying prevention, identification, response, and reporting.

Evaluation Data Sources: Review of Bullying processes on each campus.





Strategy 1 Details	Reviews			
Strategy 1: Campus staff will be trained annually to review Bullying prevention, identification, response, and reporting processes. Strategy's Expected Result/Impact: Decreased incidents involving bullying. Staff Responsible for Monitoring: Administrators, All staff	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Campus administrators, teachers and students will be trained on the Crimestoppers and Friends for Life Programs. Strategy's Expected Result/Impact: Students will have a forum to report incidents. Staff Responsible for Monitoring: Administrators, Counselor, Teachers	Formative			Summative
	Nov	Feb	Apr	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 6: Brock Elementary will follow all BISD, state, and federal guidelines.

Performance Objective 2: Brock will ensure that all students have access to resources to support them through counseling services, campus nurses, and other resources.

Evaluation Data Sources: Local Audit of Resources

Strategy 1 Details	Reviews			
Strategy 1: Brock will promote early mental health intervention and suicide prevention. Strategy's Expected Result/Impact: Improved mental health of students Staff Responsible for Monitoring: Administrators, Teachers, Counselor	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Brock will promote conflict resolution skills among students. Strategy's Expected Result/Impact: Reduced student discipline incidents from conflicts. Staff Responsible for Monitoring: Administrators, Teachers, Counselor	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
Strategy 3: Brock will educate students on drug and violence prevention. Strategy's Expected Result/Impact: Documentation of these efforts; reduced incidents of violence and student drug use Staff Responsible for Monitoring: Administrators; Counselors; Teachers	Formative			Summative
	Nov	Feb	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: Brock will ensure that students and staff are aware of the meaning of sexual harassment, harassment, dating violence, and district avenues to prevent it, as appropriate. Strategy's Expected Result/Impact: Reduced incidents of student and staff harassment Staff Responsible for Monitoring: Administrators, Counselor	Formative			Summative
	Nov	Feb	Apr	May

Strategy 5 Details	Reviews			
Strategy 5: Brock will ensure that all staff, students, and parents are regularly trained regarding sexual abuse and other maltreatment of children. Strategy's Expected Result/Impact: Reduced incidents of student abuse and maltreatment Staff Responsible for Monitoring: Administrators, Counselor	Formative			Summative
	Nov	Feb	Apr	May
Strategy 6 Details	Reviews			
Strategy 6: Homeless students will be provided resources and supplies. Strategy's Expected Result/Impact: Provided students with supplies and resources to help them be ready to learn each day. Staff Responsible for Monitoring: Administrators, Counselor, CIS	Formative			Summative
	Nov	Feb	Apr	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 6: Brock Elementary will follow all BISD, state, and federal guidelines.

Performance Objective 3: Brock will follow Board policies FFA(LEGAL), FFAE(LEGAL), and FFAA(LEGAL) with regard to student wellness, well-being including increased attendance, academic performance, and fitness/activity.

Evaluation Data Sources: Review of attendance reports, campus health center reports, and student fitness gram results

Strategy 1 Details	Reviews			
Strategy 1: Brock will promote a healthy lifestyle through proper nutrition, physical activity, rest and preventative measures such as immunizations and screenings. Strategy's Expected Result/Impact: Documentation of these efforts; services and trainings Staff Responsible for Monitoring: Campus Nurse and Administrators	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Brock will monitor weekly attendance offering incentives, including researched-based attendance articles in monthly newsletters, and communicating with individuals that have a high number of absences. Strategy's Expected Result/Impact: 2024- 95% attendance Staff Responsible for Monitoring: Administrators; teachers; PEIMS; Counselor; CIS	Formative			Summative
	Nov	Feb	Apr	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 6: Brock Elementary will follow all BISD, state, and federal guidelines.

Performance Objective 4: Brock will maintain a comprehensive emergency management system.

Evaluation Data Sources: Updated responsibilities training and drill logs

Strategy 1 Details	Reviews			
Strategy 1: The crisis response team will be certified in CPR. Strategy's Expected Result/Impact: CPR certified staff Staff Responsible for Monitoring: Administrators, Nurse, Teachers	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Brock will be compliant with district and state safety protocols and required drills. Strategy's Expected Result/Impact: 100% Compliance with required drills Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Feb	Apr	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cheyenne Reihls	Instructional Para	Title 1	
Jennifer Severns	Interventionist	Title 1	
Nichole Tully	interventionist	Title 1	
Teresa Corbisier	Instructional Para	Title 1	

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Salaries and supplies		\$6,994.00
5	1	4	Tutors		\$7,000.00
5	1	5	Interventionist and Paraprofessional		\$202,681.00
Sub-Total					\$216,675.00