

Pflugerville Independent School District
Brookhollow Elementary School
2023-2024 Board Approved



Board Approval Date: October 19, 2023

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 serves a diverse group of students from many cultural and socioeconomic backgrounds. BES has an enrollment of about 400 students at the start of Fall 2023, which is about a 4% increase from the prior year. We are still seeing impacts aligned to restrictions related to the pandemic, Brookhollow Elementary has sustained student enrollment for the 2023-2024 school year. Possible rezoning of a nearby neighborhood is being discussed to support the lack of growth need.

Students

The student population of Brookhollow Elementary consists of 42% Hispanic, 28% White, 16% African American, 8% identifying as Two or More Races, and 7% Asian.

Student Demographics - Brookhollow Elementary School (Source: OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	487	449	387	389	387
African American	14%	15.4%	18.9%	15.2%	16.0%
Hispanic	41.9%	38.1%	38.2%	42.9%	41.6%
White	31.0%	29.8%	29.5%	29.1%	27.7%
American Indian	0.2%	0.2%	0.3%	0.3%	0.0%
Asian	5.3%	7.1%	6.7%	6.4%	6.5%
Pacific Islander	0.0%	1.6%	0.0%	0.0%	0.3%
Two or More Races	7.6%	7.8%	6.5%	6.2%	8.0%

Brookhollow is a Title-I Schoolwide campus with 52% of students identified as economically disadvantaged, which is 16% higher than the prior year. Emergent Bilingual comprise about 12% of students, 19% of students receive special education services, 53% are identified as At-Risk, and 8% as Gifted and Talented. Over the past 5 years, there has been a steady increase each year in students receiving dyslexia services.

Based on the TEA 2023 Campus Comparison Group Report, our mobility rate is 20%, an increase from the previous two years, and 16% higher than the comparison group average rate.

Student Special Program Identification/Participation - Brookhollow Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	47.2%	49.4%	45.7%	49.1%	38.8%
Emergent Bilingual	9.0%	9.1%	11.9%	10.3%	9.6%

Student Special Program Identification/Participation - Brookhollow Elementary School (Source: TAPR & OnDataSuite)					
At-Risk	49.7%	45.2%	58.7%	53.4%	24.3%
Special Education	16.4%	15.6%	16.8%	16.5%	19.1%
Gifted & Talented	4.1%	4.7%	4.9%	5.4%	7.8%
Dyslexia	5.3%	5.8%	7.2%	7.2%	7.8%
Section 504	7.0%	6.2%	7.0%	5.4%	6.2%
Immigrant	1.2%	0.7%	1.0%	0.8%	2.3%
Homeless	0.6%	0.5%	1.3%	1.0%	0.0%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	18.3%	12.8%	13.3%	Not yet reported	Not yet reported

Staff

Brookhollow strives to meet the needs of our diverse populations by creating a climate of highly qualified staff to the greatest extent that mirrors the culture of our students. The number of both African-American and Hispanic teachers has increased.

Teacher Demographics - Brookhollow Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Teachers	36.2	35.4	34.6	37.1	34.9
African American	8.3%	8.5%	10.8%	10.8%	14.2%
Hispanic	11.1%	5.7%	5.8%	8.1%	8.6%
White	75.0%	80.2%	80.5%	75.7%	74.3%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.1%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	5.5%	5.7%	2.9%	5.4%	2.9%

Overall, our educators had varying levels of professional experience: 8% were new to teaching, 32% with 1-5 years experience, 12% with 6-10 years experience, 32% 11-20 years experience, and 16% with over 20 years experience.

Teachers by Years of Experience - Brookhollow Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Beginning Teachers	2.8%	17.0%	5.1%	2.7%	8.5%
1-5 Years Experience	33.2%	28.8%	31.7%	37.4%	31.5%
6-10 Years Experience	12.4%	8.5%	11.6%	16.8%	12.3%
11-20 Years Experience	41.7%	38.2%	40.0%	29.7%	31.5%
Over 20 Years of Experience	9.9%	7.6%	11.5%	13.5%	16.2%

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: Based on the Brookhollow Elementary Response To Intervention Agenda for the 22-23 school year, data shows an increase in African American and Hispanic male students needing intervention for behavior. **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.

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 evaluating the outcomes of our targeted student groups. The campus conducts meetings with teachers to desegregate student data to identify the strengths and weaknesses of students determine specific concerns and develop a plan of action.

2023 Accountability Ratings

All other formative and summative assessments were applied through the end of the year. Brookhollow Elementary entered the 23-24 school year with a TEA Accountability final overall rating still unknown. The 23-24 Projected TEA accountability ratings in the following Domains are Domain I: 74; Domain IIA: 66, Domain IIB:69; Domain III: 59, overall rating: C. The Texas Education Agency will update the final overall accountability ratings by October 2023. If the student Growth Cut Point is adjusted the following ratings will occur: Domain I: 74/C; Domain IIA: 66/C, Domain IIB: 69/C, Domain III: C, Overall: C

While we are proud to have made great progress and sustained with very little change in learning gaps aligned to the state standard last year, we know there is much work to be done. On 2023 STAAR, the following scores for all grades show the percentage at the Approaches Grade Level Standard and the change from the 2022 school year.

STAAR Math 2018 to 2023 Comparison

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%
3rd Math 2019	Approaches	Meets	Masters
Campus	64%	29%	6%
3rd Math 2018	Approaches	Meets	Masters
Campus	77%	45%	32%

When comparing 3rd-grade STAAR Math results from 2021 to 2023, the outcomes decreased of more students performing below grade level in 2023 by 53% at Approaches, 21% at Meets, and 8% at the Masters Level.

4th Math 2023	Approaches	Meets	Masters
Campus	58%	30%	13%

4th Math 2023	Approaches	Meets	Masters
4th Math 2022	Approaches	Meets	Masters
Campus	71%	28%	5%
4th Math 2021	Approaches	Meets	Masters
Campus	56%	31%	14%
4th Math 2019	Approaches	Meets	Masters
Campus	55%	55%	31%
4th Math 2018	Approaches	Meets	Masters
Campus	68%	39%	20%

When comparing 4th-grade STAAR math results from 2021 to 2023, while there was an increase of 2% at the Meets level, there was a decrease at the Approaches level of 20% and at the Masters level of 8%. This indicates that more than half of the 4th-grade students are not performing above grade level and the 4th graders need extra support in math to reach the Masters level.

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%
5th Math 2019	Approaches	Meets	Masters
Campus	93%	49%	37%
5th Math 2018	Approaches	Meets	Masters
Campus	94%	64%	28%

When comparing 5th-grade STAAR math results from 2021 to 2023, 16% more students performed on grade level in 2023. While there was not an increase at the Master's levels, the Meets level increased by 20%. 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 2022-2023 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 2022-2023									
Student Groups	Reading			Math			Science		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %
All Students	82	57	33	72	36	15	77	43	18
African American	68	32	13	45	13	6	60	27	0
Hispanic	84	63	29	79	30	9	60	27	7
White	95	70	47	84	51	39	95	60	30
Asian	70	70	50	80	70	40	100	100	67
Two or More Races	71	36	21	57	21	0	100	33	33
Economically Disadvantaged	79	47	21	60	22	8	72	32	8
Special Education	52	30	9	44	15	3	55	36	9
Emergent Bilingual	94	65	35	89	50	22	100	90	40

2022-2023 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%

2022-2023 Star 360 Reading

In reviewing Reading 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 37% to EOY at 55% +39%.
- 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 54% to EOY at 60% a change of +10%.

- 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 66% to EOY at 82% +22%.

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.

2022-2023 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 MOY 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 78% to MOY at 91%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is variability in the Approaches and Meets level of performance for reading and math during the 2022 to 2023 academic school year in all grades. **Root Cause:** STAAR 2022 and 2023 comparison data shows the Professional Learning Community (PLC) system is not aligned to the implementation of certain student groups' targeted scaffolded instruction at the reteach and intervention level for the reading and math block.

Problem Statement 2 (Prioritized): BES 2022-2023 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 3 (Prioritized): 2022-2023 classroom observations and teacher feedback reveal students' inability to articulate/demonstrate their learning about the content/ concepts of the lesson during classroom discussion. **Root Cause:** Missing a strong focus on instructional moves that target self-efficacy in leveraging the learning of all students.

Problem Statement 4 (Prioritized): Deep analysis of the 2022 and 2023 Star 360 data by grade level and by each student group revealed variances among student groups on campus. For 2023 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: Most students have experienced gaps in learning as a result of learning loss, especially our 2nd thru 4th-grade students. **Root Cause:** Panorama survey results show the social-emotional well-being of staff, students, and families is still negatively impacted as a result of COVID-19.

Problem Statement 6 (Prioritized): Based on the projected 2022-2023 STAAR data for math the majority of the student groups under-performed and did not meet Closing the Gaps targets. **Root Cause:** Progress monitoring and response to intervention have not been specific to student needs with fidelity. Interventions have not been timely and specific for Tier

2.

Problem Statement 7: In analyzing our students' End of Year Independent Reading Levels for May 2022 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 data and quality rigorous assessments.

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 DRA (Developmental Reading Assessment). Our district's Universal Screener, Star 360, is utilized regularly to monitor students' progress in reading. 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.

Fundamental Five, Power of Patterns, vocabulary interactive walls, Mentoring Minds, Effective School Framework, Coaching with Jim Knight, PowerWalks, Campus Improvement Plan workshop, Professional Learning Communities, technology integration and STEMscopes 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. Teachers at Brookhollow Elementary are required to incorporate the Fundamental Five structure into their classroom each semester, increasing implementation as training is made available and completed. 95% of instructional staff is ESL certified. The ESL 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 use of programs in instruction. 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 a pull-out program for K-5th graders. Students meet with the GT specialist who is a certified GT provider for 90 minutes once per week. 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.

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, Expository Writing, Reading Academy, Marco Ramirez, Fundamental Five, Bloomberg, T-TESS, Conscious Discipline, PBIS, Interactive Vocabulary Walls for Science, and PLCs were a huge part of Brookhollow's Wednesday staff developments during the 2022-2023 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 2022-2023 Skyward data. **Root Cause:** A system of frequent with fidelity monitoring and addressing attendance hasn't been fully developed and implemented to help these students and families

Problem Statement 3: Parent involvement and student achievement have decreased in the last five years. **Root Cause:** 2021 through 2023 Upbeat and Panorama 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, Zaxbys, Watch DOGS, the National Honor Society for both PHS and HHS, The City of Pflugerville, BES Parent Teacher Organization, ThreeChicks Catering, 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.

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 BrightBytes to students, parents, 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 Fall of 2022-2023 school year, 94% of the staff feel safe working at BES. Overall, 91% of the staff are satisfied with the direction of Brookhollow Elementary.

Our attendance rate for the 2022-2023 school year was 95%.

Perceptions Strengths

- Safety drills are 100% enforced
- Discipline data is down
- 92% 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 2023 Upbeat survey results show that 87% of BES staff participated in the school climate survey. An increase from the Fall of 2022 (58%). **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 Panorama Student Survey and 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.

Priority Problem Statements

Problem Statement 1: There is variability in the Approaches and Meets level of performance for reading and math during the 2022 to 2023 academic school year in all grades.

Root Cause 1: STAAR 2022 and 2023 comparison data shows the Professional Learning Community (PLC) system is not aligned to the implementation of certain student groups' targeted scaffolded instruction at the reteach and intervention level for the reading and math block.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: BES 2022-2023 metrics suggest students struggle with critical thinking across grade levels.

Root Cause 2: Targeted student group instructional support for high-quality Tier 1 classroom instruction and intervention for all students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2022-2023 classroom observations and teacher feedback reveal students' inability to articulate/demonstrate their learning about the content/concepts of the lesson during classroom discussion.

Root Cause 3: Missing a strong focus on instructional moves that target self-efficacy in leveraging the learning of all students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Deep analysis of the 2022 and 2023 Star 360 data by grade level and by each student group revealed variances among student groups on campus. For 2023 Closing the Gaps, targets are projected to be missed across student groups.

Root Cause 4: 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 Areas: Student Learning

Problem Statement 5: Spring 2023 Upbeat survey results show that 87% of BES staff participated in the school climate survey. An increase from the Fall of 2022 (58%).

Root Cause 5: Staff perception that the Brookhollow school community is aware and has all knowledge and purpose of the Upbeat survey is insufficient.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Based on the projected 2022-2023 STAAR data for math the majority of the student groups under-performed and did not meet Closing the Gaps targets.

Root Cause 6: Progress monitoring and response to intervention have not been specific to student needs with fidelity. Interventions have not been timely and specific for Tier 2.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Ensuring the ability to enrich, extend, and intervene in student learning with an increase in teacher expertise through Professional Learning Community system.

Root Cause 7: Staff members need access and support to extend instructional practices.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Brookhollow Elementary's annual attendance summary was 94% of students present this past year according to 2022-2023 Skyward data.

Root Cause 8: A system of frequent with fidelity monitoring and addressing attendance hasn't been fully developed and implemented to help these students and families

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Based on the Panorama Student Survey and 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 9: A lack of focus to communicate the efforts of building relationships and social-emotional growth.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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: Work on teacher and non-certified teacher recruitment and sustainability strategies specifically for minority, male, and special education teachers during the 2023-2024 school year.

High Priority

Evaluation Data Sources: Frontline, PflSD Human Resources Roster 23-24
Job Fair schedule 23-24
Interview Agenda 23-24

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

Performance Objective 2: The Brookhollow Elementary Staff Climate survey will show a 5% increase in positive staff responses for recognition during the 2023-2024 school year.

Evaluation Data Sources: BES staff climate survey results

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

Performance Objective 1: Brookhollow Elementary will implement a support system for data-informed targeted teaching and learning to attain a 5% increase at Meets Grade Level performance in Reading and Math for All Students and all student groups in Spring 2024 compared to the STAAR previous years' results.

High Priority

HB3 Goal

Evaluation Data Sources: Professional Learning Community Action Plans and Minutes, BES Data Warehouse, BES CILT Minutes, Spring 2024 STAAR results, District Assessments, Interim Assessments

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

Performance Objective 2: Brookhollow Elementary will implement systems for closing performance gaps to result in 75% of all student groups meeting

2023-2024 Closing the Gaps targets for growth and 75%meeting Meets Grade Level performance in reading and math with an emphasis on the Economically Disadvantaged, African American, White, Two or More Races, Hispanic, and Current Special Education student groups. Additionally, the percentage of 3rd - 5th-grade students that score at Meets Grade Level or above on STAAR Math will increase from 36% to 45% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Domain 3 Closing the Gaps results from STAAR 2024, Results from Star 360, TEA Interim Assessment results, District 9-week Assessment results, Spring 2024 3rd grade STAAR math results

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

Performance Objective 3: The percent of 3rd-grade students that score at Meets Grade Level or above on STAAR Reading will increase to 43% by June 2024.

HB3 Goal

Evaluation Data Sources: Spring 2024 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

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

Performance Objective 4: Increase the percentage of BES 5th grade students achieving at the Meets Grade Level and Masters level of performance on the 2024 STAAR Science assessment by 5%.

Evaluation Data Sources: STAAR 2024 science results, District 9-week assessment results

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

Performance Objective 1: The campus will implement a system for data-informed support to increase performance for the White student group at Meets Grade Level or above performance in reading and math to meet the 2023-2024 Closing the Gaps targets.

High Priority

Evaluation Data Sources: District and campus survey, Star 360, TEA Interim Assessment results, 2024 STAAR results, District 9-week assessment results, Student participation log for MakerSpace, UIL, Math Pentathlon, Destination Imagination, District Fine Arts Showcase, program rosters

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: The 2023-2024 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.

Evaluation Data Sources: 2023-2024 Staff Climate Survey

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 in the educational process.

Evaluation Data Sources: Attendance rosters for: parent conferences, PTO, School Report Card Public Meeting, Title I events, Campus Academic Advisory Committee, Upbeat Survey for 2023-2024 Family Engagement.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Brookhollow's student attendance rate will be maintained at 96% or higher for the 2023-2024 school year.

Evaluation Data Sources: 2023-2024 Attendance rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By the end of 2023-2024, 85% of BES staff will be able to demonstrate the ability to use Digital Literacy skills in classrooms.

Evaluation Data Sources: Usage for 2023-2024 shown on BES Staff Climate survey and IP Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: Brookhollow will increase awareness of staff, students, and parents about Health and Wellness during campus and community events.

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