

**BRENTWOOD EL**  
**Brentwood Elementary School**  
**2022/2023**

*BRENTWOOD IS ALL OF US!*



Jessica Saenz-Hosack  
6703 Yates Ave.  
512-414-2039  
[jessica.saenz@austinisd.org](mailto:jessica.saenz@austinisd.org)

# BRENTWOOD EL

## Mission

*Campus Mission: Brentwood Elementary is committed to developing the whole child by creating an inclusive and welcoming environment where every child may experience academic and social success.*

### *Texas Public Education Mission Statement*

*The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)*

## Vision

*Campus Equity Statement: At Brentwood Elementary diversity, equity, and inclusion are at the core of who we are. We continue to build a culture that welcomes, celebrates, appreciates, and values the diverse voices of our community to ensure the success of every student. Brentwood is ALL OF US!*

### Nondiscrimination Notice

BRENTWOOD EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

List your campus strengths here:

### Demographics Weaknesses

List areas you would like to grow here:

### Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, \_\_\_\_% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, \_\_\_\_% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

- We will continue to support restorative practices for all students and use our SEL strategies to establish quality relationships. We know who our African American students are in each class and make sure to provide positive supports to ensure all students have equal access to learning and we eradicate the process of removing students for discipline issues (unless it is a safety issue). We use the same practices for our special education students as well and go to ARD if we feel there is a behavioral need that we should address. All classrooms will utilize Peace areas to support student's ability to self regulate.

## Student Achievement

### Student Achievement Strengths

# Comprehensive Needs Assessment

List your campus strengths here:

## Student Achievement Weaknesses

List areas you would like to grow here:

## Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): [https://docs.google.com/presentation/d/1uNcqEWl6GvQ3oIlZCR-OzCgTQsHBYCfEiqwa\\_zM21Qo/preview?slide=id.p7](https://docs.google.com/presentation/d/1uNcqEWl6GvQ3oIlZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7)

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)  
-A noticeable trend is that our Hispanic students are significantly underperforming compared to our white students

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?  
Hispanic has the largest gap but African American is still slightly below our white population. Our ECD student population also is underperforming compared to white students.

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report  
In Math we have a significant amount of students performing in Approaches. We have the least amount of students performing at Masters level. 3rd had the highest percentage in Meets while fourth have the highest percentage in masters. In Reading we have a higher percentage of meets and masters but overall we still have the highest percentage of students in Approaches.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report  
In Reading and Writing, there tends to be a higher percentage of students in beginning and intermediate. 4th grade had a significantly higher number/percentage of beg/intermediate students in listening/speaking

## School Culture and Climate

### School Culture and Climate Strengths

List your campus strengths here:

# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses

List areas you would like to grow here:

## School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 3 of the 11 areas did not reach 70% implementation.
- 2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?
  - Physical Environment
  - Community Engagement

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

## Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

- Professional Learning
- Culture and Climate

2.) Why did you select this/these area(s)?

-I chose these areas because they were two of the lowest scoring items on the campus Panorama Survey

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Ongoing opportunities to include staff voice in the decision making process will be regularly implemented. Staff will be able to provide feedback through committees and instructional leadership teams (ILT). Regular staff check-ins will be utilized to determine ongoing needs and opportunities for improvement. Community building will be included during professional development days as well as faculty meetings. Signature SEL practices for opening and closing meetings will be integrated.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

2.) What are your customer service celebrations/strengths?

Transparent, timely and ongoing communication with all stakeholders was an area of strength. Front office staff greets everyone warmly both in person and on the phone. Responsiveness to family and community needs by all staff was an additional area of strength.

3.) What are your areas of growth?

Balancing increased security and safety protocols while maintaining a warm and welcoming environment.

4.) What will be your priority for customer service this year?

Our priority will be continuing to meet the various needs of our community knowing that our families and staff face new and ongoing challenges.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

### Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

### Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJlIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance  
- STUDENT ASSESSMENT

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 1 of the 5 areas were out of compliance. In 2022-23 1 of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

-When creating class lists, we have a spreadsheet which identifies the subject areas in what a student is qualified. We ensure that students qualified in the same subject area/s are appropriately clustered by homeroom classes.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?

-We communicate through our social media pages (twitter, instagram) as well as through our monthly community newsletter, PTA website, and PTA social media sites. We also hold GT nomination nights to inform parents of the process and answer any questions. Teachers also communicate with their homerooms and parents with information.

3.) How do you support a culture that provides advanced learning opportunities to all students?

-It is imperative that our staff know their students strengths and areas for growth. In keeping with this, we use DuFour's four questions in our weekly PLC meetings with teams. One of the questions speaks specifically to how we will differentiate and extend learning opportunities for students who have already mastered the content objective/s being studied. We are having intentional conversations about instructional strategies to ensure this differentiation is happening. Using strategies such as choice boards, menus, and higher level questions.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

-We are intentional about having PD opportunities specific to addressing our students' linguistic needs. Teachers complete yearly mandatory training and we review sheltered instruction strategies, sentence stems, pre-teaching of vocabulary and visuals. We are strategic about which accommodations these students receive in order to set them up for success on common and formative assessments.



# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

-Students are supported in the classroom with linguistic accommodations that are monitored for effectiveness. Language rich classroom practices are embedded in all classrooms. A focus on hands-on learning opportunities and cooperative grouping school wide benefits students needing linguistic support. STEAM experiences support vocabulary development.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

-Teachers incorporate the English Language Proficiency Standards (ELPS) into instruction where students practice listening, speaking, reading, and writing skills on a daily basis. This focus and practice translates into success on the Texas English Language Proficiency Assessment System (TELPAS). TELPAS data is reviewed schoolwide to determine areas of growth as a campus.

4.) How does the campus welcome families and students that are new to the country?

The culture and climate of our campus as it relates to families who are new to the U.S. is extremely important. These welcoming efforts begin with the front office from the first time they arrive at our campus as well as ongoing support in navigating our systems. We make sure families have access to communication in their language of origin. We ensure they are aware of community events and activities. We do our best to cluster students who are new to the country within the same classroom so that they have support from a peer. We will also utilize the refugee office/services if needed as well.

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly):

-Staff has been trained in CLI strategies and ongoing sharing of best practices occur at faculty meetings. Teachers incorporate CLI strategies into lesson plans. Administrators model the use of CLI strategies during professional development. Ongoing STEAM lesson are incorporated as well. The McCallum Vertical Team holds vertical team CLI PD as well.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

-CLI funds are spent with feedback from our CLI chair and campus leadership team to have experiences brought to our students via assemblies. Field trips are planned throughout the year and our CLI chair shares potential resources with teachers.

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

-Our physical education teachers and fine arts teachers implement the required curriculum. Additional enrichment opportunities such as evening musical performances, CATCH night and a school wide Art show serve as culminating activities for students.

## Family and Community Involvement

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths

List your campus strengths here:

## Family and Community Involvement Weaknesses

List areas you would like to grow here:

## Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

-We will focus on family engagement and community engagement. We have strong family engagement at our school. We will continue to focus on increasing community engagement.

2.) Why did you select this/these area(s)?

-We selected these areas because based on our CSH survey results, these 2 categories were the lowest.

# BRENTWOOD EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals (#1, #3) (Target Group: All)	Administrators, CATCH Team, PE Teacher, Teachers	Ongoing		Criteria: Meeting agendas/minutes Meeting Roster
2. Add Whole Child, Every Child placeholder to CAC meeting agendas to discuss current/continuous activities. (#1, #3, #4) (Target Group: All)	Administrators, CATCH Team, PE Teacher, Teachers	Ongoing		Criteria: CAC agenda
3. Invite parents/families to a minimum of 3 events that promote Whole Child, Every Child such as STEAM night & Community Coffees and focus on all areas supporting Whole Child by providing activities/ information. (#4, #5, #6) (Target Group: All)	Administrators, CATCH Team, PE Teacher, Teachers	Ongoing		Criteria: Social Media Presence Flyers/Invitations

# BRENTWOOD EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 2.** (Social and Emotional School Climate) SMART Goal: Our campus will provide at least 3 professional learning opportunities for all staff to develop their restorative practices. As a result, the percentage of staff who feel there are respectful relationships between staff and students by promoting social and emotional learning will increase from 64% in SY 21-22 to 70% in SY 22-23 as measured by the Panorama Survey results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Guest SEL/CPI specialist to visit and share strategies for developmentally appropriate Responsive Classrooms (Yardsticks) and effective teacher language. (#1, #3, #4, #5, #6) (Target Group: All)	Administrators, SEL Campus Coordinator	Ongoing		Criteria: Calendar Agendas
2. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (#4, #5) (Target Group: All)	Administrators, SEL Campus Coordinator, SEL Committee, Teachers	Ongoing		Criteria: Campus and Family newsletters Campus website Marquee Announcements
3. Engage the campus community in No Place for Hate activities annually with staff promoting the work. (#1, #2, #3, #4, #5, #7) (Target Group: All)	Administrators, Counselor, Teachers	Ongoing		Criteria: Documentation of NPFH activities

# BRENTWOOD EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 3.** (Community Engagement) SMART Goal: We will maintain minimum required Campus Advisory Council membership levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will hold at least 8 regular Campus Advisory Council meetings each year. (#1, #2, #3, #4, #5) (Target Group: All)	Administrators, CAC Members	Ongoing		Criteria: Agendas Sign Ins Calendar
2. We will keep Campus Advisory Council meeting minutes available and accessible upon request. (#3, #6, #7) (Target Group: All)	Administrators, CAC Members	Ongoing		Criteria: Minutes of CAC meetings
3. Post Campus Advisory Council meetings and announcements on campus webpage (#3, #6, #7) (Target Group: All)	Administrators, CAC Members	Ongoing		Criteria: Monthly update of CAC minutes linked on campus website

# BRENTWOOD EL

**Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Data Driven Instruction) In SY 22-23, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 72 hours of the assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers analyze common assessment data and/or student work in PLCs weekly to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning. (#1-#6) (Target Group: All)	Administrators, PLC Leaders, PLCs - Grade-level, Teachers	Ongoing		Criteria: Common Assessment Data Review forms (student work protocol-Google Drive)
2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions to determine the root cause as to why students may not have learned the concept, and create plans to reteach. (#1-#6) (Target Group: All)	Administrators, PLC Leaders, PLCs - Grade-level, Teachers	Ongoing		Criteria: Grade Level Student Work Protocol in PLC's
3. Hold leaders and teachers accountable to prepare and engage in data meetings that ensure teachers look at closing the gaps for student populations. By June 2023, all student groups will increase at the MEETS performance level by 5%. (#1-#7) (Target Group: All)	Administrators, PLC Leaders, PLCs - Grade-level, Teachers	Ongoing		Criteria: PLC Schedules Student Work Protocol PLC Agendas

# BRENTWOOD EL

**Goal 3.** (Increased Enrollment) By June 1, 2023, 85% of current students will be registered for the 23-24 SY.

**Objective 1.** (Increased Enrollment) By June 1, 2023, 85% of current students will be registered for the 23-24 SY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update school website and PTA website at least monthly to provide regular communication to campus communities (dynamic information like calendar, announcements, kudos, etc.). (#1, #4, #5, #7) (Target Group: All)	Administrators, PTA, Registrar, Teachers	Weekly until end of year		Criteria: Weekly SMOREs to staff and community Updated website and PTA website Social Media (Twitter and Insta) Presence
2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (#1, #3, #4, #5) (Target Group: All)	Administrators, Registrar, Teachers	Monthly (Spring)		Criteria: Office hours to register Registration clinic (specific dates) Social Media Presence to announce registration Friendly campus competitions
3. Provide quarterly school tours to bring in community and highlight successes and strengths. (#1, #2, #3, #5) (Target Group: All)	Administrators, Office Staff, PTA	Ongoing		Criteria: Social Media announcements Documented dates of tours Parent/Volunteer Sign-ins

# BRENTWOOD EL

**Goal 4.** (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the \_\_\_\_\_ section of the Campus Assessment Rubric.

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will receive meets or higher on all areas of the Campus Assessment Rubric

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. (#1, #3, #4, #5) (Target Group: All)	Administrators, CAC Members, PTA, Teachers	Ongoing		Criteria: Weekly Staff SMORES Grade level newsletters PTA website Monthly community newsletter Social Media SchoolMessenger
2. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (#3, #4, #5, #7) (Target Group: All)	Administrators, PTA, Teachers	Ongoing		Criteria: Assigned campus teacher will make sure that the website is updated monthly with a meeting with the principal. The meeting will be documented. Website will reflect changes and updates.
3. Include CARES tips in weekly staff newsletters in at least 1/4 of staff newsletters this year (9 out of 36) (#1, #3, #5) (Target Group: All)	Administrators	Ongoing-weekly		Criteria: Weekly staff SMORES and documented dates for which SMORES include the CARES tips.



# BRENTWOOD EL Site Base

Name	Position
Saenz Hosack, Jessica	Principal
Cook, Lauren	Co-Chair/Parent
Jolliffe, Julie	Co-Chair/Teacher
Dymkowski, Tania	Assistant Principal
McKenna, Tess	Counselor
Momb, Jessica	Parent
Bier, Marti	Parent
Ladov, Rachel	Parent
Creasy, Adam	Parent
Gonzalez, Dax	Parent
Ortiz, Edwin	Parent
Morton, Angela	PTA President/Parent
Daniels, Suzanne	Business/Community Member
Thompson, Melanie	Teacher-Kinder
Settles, Michelle	Teacher-1st
Kang, Grace	Teacher-2nd
Rodriguez, Bethany	Teacher-3rd
Jolliffe, Julie	Teacher-4th
Nazzaro, Marisa	Teacher-5th

**Every Student Succeeds Act (ESSA)**  
**Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements**

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at [www.austinisd.org/schools](http://www.austinisd.org/schools). The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

**Instructions for Campuses**

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				94
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	89				92
STAAR Performance Meets	74				78
STAAR Performance Masters	48				52
STAAR Performance Raw Score	70				74
STAAR Performance Scaled Score	93				94

Instructions:

- 1.) Click on the campus name below to select your campus from the drop-down menu.
- 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
- 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR\* = Not Rated: Senate Bill 1365

Campus Name: **Brentwood**

Campus Number: **227901107**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				93
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	85				88
Academic Growth Scaled Score	92				93
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	17	17	17	17	17
Economically Disadvantaged % Grouping	16.1 to 17	16.1 to 17	16.1 to 17	16.1 to 17	16.1 to 17
Relative Performance Raw Score	70				74
Relative Performance Scaled Score	82				85
Relative Performance Grade	B	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	94				96
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	96				100
Grade	A	--	--	--	A

Closing the Gaps Components

Academic Achievement			Growth		
2022 Values:	13	out of 14	2022 Values:	6	out of 6
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	14	out of 14	2023 Goals:	6	out of 6

English Language Proficiency			Student Success		
2022 Values:	.	out of .	2022 Values:	10	out of 10
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	10	out of 10