

**Granbury Independent School District**  
**Brawner Intermediate School**  
**2014-2015 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# **Mission Statement**

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

## **Vision**

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

## **Core Beliefs**

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

**TEXAS EDUCATION AGENCY**  
**2014 Accountability Summary**  
 JOHN AND LYNN BRAWNER INT (111901108) - GRANBURY ISD

**Accountability Rating**

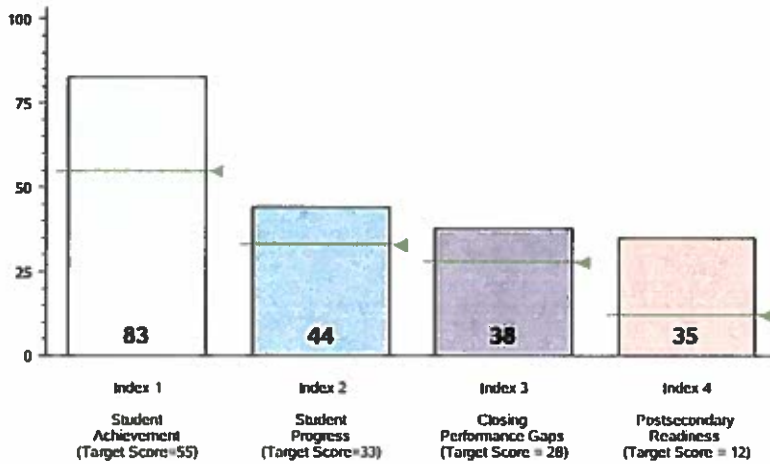
**Met Standard**

<b>Met Standards on</b> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	<b>Did Not Meet Standards on</b> - NONE
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**Distinction Designation**

Academic Achievement in Reading/ELA <b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics <b>NO DISTINCTION EARNED</b>
Academic Achievement in Science <b>NO DISTINCTION EARNED</b>
Academic Achievement in Social Studies <b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress <b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps <b>NO DISTINCTION EARNED</b>
Postsecondary Readiness <b>NO DISTINCTION EARNED</b>

**Performance Index Report**



**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	862	1,040	83
2 - Student Progress	872	2,000	44
3 - Closing Performance Gaps	611	1,600	38
4 - Postsecondary Readiness			
STAAR Score	35.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		35

**Campus Demographics**

Campus Type	Elementary
Campus Size	415 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	59.3%
Percent English Language Learners	20.0%
Mobility Rate	15.0%

**System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	19 out of 21 = 90%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>31 out of 33 = 94%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

## **Brawner Intermediate School**

### **Comprehensive Needs Assessment 2014-2015**

*Principal: Stacie Brown*

**Granbury ISD Vision Statement:** All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

**Granbury ISD Mission Statement:** Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

**Brawner Motto -** The motto of Brawner Intermediate School is:

*Learning For All...Whatever It Takes!*

#### **School Profile**

Brawner Intermediate averaged approximately 410-430 students during the 2013-2014 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 15, 2014) it is anticipated that the number will remain close to 415 at the start of school in August (current prediction is exactly 415). The breakdown per grade level is 8 sections of 3<sup>rd</sup> grade (2 are bilingual), 8 sections of 4<sup>th</sup> grade (2 are bilingual), 7 sections of 5<sup>th</sup> grade (2 are bilingual).

Brawner Intermediate houses the bilingual program for the district and during the 2013-2014 school year there were 68 bilingual students and 15 ESL students. At the start of school in 2013, 276 students qualified for free or reduced price meals which resulted in 63.4% free and reduced percentage. While this percentage fluctuated slightly throughout the year, the year ended with 262 students receiving free/reduced meals. This was approximately 60%. The enrollment by ethnic background was 263- White, 139-Hispanic, 2-American Indian, 6-African American, and 5-Asian.

Thirty nine students withdrew during the 2013-2014 school year. Forty students entered during the 2013-2014 school year. This year the campus has about an 18% mobility rate.

### **Student Needs**

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan. With the new implementation of the state testing (STAAR), campuses this year received scores for all students at the end of May 2013 (including 2<sup>nd</sup> round admin for 5<sup>th</sup> grade reading/math). The campus scores are as follows:

- 3<sup>rd</sup> Reading: 84%
- 3<sup>rd</sup> Math: 86%
- 4<sup>th</sup> Reading: 80%
- 4<sup>th</sup> Math: 79%
- 4<sup>th</sup> Writing: 71%
- 5<sup>th</sup> Reading: 95% (including 2<sup>nd</sup> admin)
- 5<sup>th</sup> Math: 89% (including 2<sup>nd</sup> admin.)
- 5<sup>th</sup> Science: 80%

While a thorough evaluation of individual scores/individual student performance may only produce general information at this time (due to access to the specific test questions until August 2015), a general evaluation of comparisons to district averages, regional averages and state averages was reviewed and initial target areas were set by the campus.

Brawner Intermediate's scores were at or above district averages. Subpopulation score averages revealed separate initial target areas. In general the performance gap between Hispanic and white students continues to be a target area. Although the gap is bigger in the area of reading, there is also a gap in the math scores. The 3<sup>rd</sup> grade score gap was the smallest (5 points in math and 7 in reading), the gap tended to widen in 4<sup>th</sup> and then shrink in 5<sup>th</sup>. The biggest gap occurred between Hispanic and white in the 4<sup>th</sup> grade writing. This held true when comparing economically disadvantaged students to non-economically disadvantaged students. Our bilingual population, overall Hispanic population and economically disadvantaged students continue to be target populations for the campus. The expected outcome is that Title I resources will be used to improve student performance and increase parent participation in all target areas initially set

by the campus. A complete review of target areas needed for individual students will be set through campus meetings in August 2014.

Quantitative data from a variety of sources (common assessments, classroom based assessments, universal screeners, grades, etc.) will be used to identify individual student needs. Each teacher will be responsible for maintaining a data correlation sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the specialist(s), and principal each six weeks. Response to Intervention (RTI) , teacher information, and information on the data sheets will be used to identify student needs in a timely manner. In addition, student data folders will be implemented and students will be trained to track their individual data from a variety of sources. Students will work with their teachers to set goals and monitor progress. Staff will be trained on revised implementation of student data folders in August of 2014.

Teacher identified struggling students will receive instruction by certified Title I tutors. The tutors will tutor the third, fourth and fifth grade students using a variety of materials including iStation, Study Island, Brain Pop, etc. 3<sup>rd</sup>-5<sup>th</sup> grade Tier 3 students will receive additional interventions from the instructional specialists paid for with Title 1 funding. Reports on progress of all Tier 2 & 3 students will be reviewed by campus caseworkers monthly and meetings to initiate changes in interventions or levels of interventions received will be scheduled as needed.

At this time it is unknown if the school made AYP for the 13-14 school year, however due to increased scores in reading and math, initial reports indicate the campus will make AYP this year.

### **Curriculum and Instruction**

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with

the instructional specialist and principal on campus. Campus "CARA" meetings (Collect, Analyze, Reflect, Act) are held after each district common assessment and benchmark in order to make action plans to address the areas of weakness revealed through the assessments reviewed. District Curriculum Coordinators continue to support the need for additional strategies and direct CARA meetings as well.

Previous STAAR tests, Benchmarks, universal screeners (Study Island, iStation, etc.) fluency probes, and Common Assessments are used to evaluate instructional effectiveness and student progress. These assessments are tracked by the classroom teachers for all students and identified low performing students are referred for interventions through the appropriate program. The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district had adopted Harcourt Health and Fitness, Pearson Reading, Spelling, Social Studies and Harcourt Science & Math and Foss/GEMS Kits for Science are also used by the campus to reinforce hands on learning in science.

All students receive instruction in the computer lab each week. Each classroom has at least 3-4 student N-station computers with 2 full labs scheduled weekly for classes. DLP projectors and smart boards will be mounted in classrooms as well as a teacher station, document camera, and audio system through the district bond. Also available for check out (from the campus librarian) are 31 mini-iPads and 20 iPod touches. The Campus Leadership Team has implemented technology proficiencies which allow teachers to become proficient in target areas, thereby earning the equipment through an approved demonstration process. All teachers demonstrated proficiency in document cameras, smartboards and LCD projectors last year. The campus technology committee will implement additional proficiencies for the materials approved through the bond.

### **Professional Development**

All teachers and paraprofessionals are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment.

Teachers and paraprofessionals attend a district wide Summer Conference. Participation in Summer Conference is included in the staff contract days.

Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS) and this year the focus will continue to be on the state test, STAAR. Additional campus training on the STAAR will be implemented throughout the school year. Training is also provided for any new textbook adoptions. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Campus professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, bilingual, special education and economically disadvantaged students in various content areas. Target areas will be refined based upon up to date data and trainings attended by the staff will result in presentations to highlight the sessions they attended. Several of the summer technology sessions offered will be brought back to campus and presented through "Appy Hours" where teachers learn how to integrate technology into the classrooms for student use by other teachers that are implementing. This year, Brawner Intermediate staff will participate in an in depth book study *The Classroom Management Book* by Harry and Rosemary Wong. Analysis of the book will begin during the fall of 2014. Brawner Intermediate also participates in the Effective Schools Project through Tarleton State University and will be implementing a *Wordly Wise* vocabulary program that will require some on campus training as well.

All teachers on each grade level have a fifty minute planning period. The planning period is structured so that all grade level-content teachers meet during the school day to improve collaboration. An alternate schedule on Fridays is implemented to allow grade level team teachers time to meet for planning as well.

Common planning time across grade levels is also scheduled on days the students are not in attendance. Teacher teams meet with campus intervention specialists and principal each 6 weeks to review grade level student data. Individual staff conferences are held with the principal 2-3 times each year. These conferences are held to determine strengths/weaknesses and to help drive staff needs for professional development.



## **Family and Community Involvement**

Teachers send progress reports and report cards to keep parents informed. Parents can also look at their students grades at anytime since the grade books are on line.

A mentoring program will continue to be used to pair teachers, parents and community members with at-risk students. The mentors will meet with their assigned student once each week.

Just a few of the many ways parents can volunteer include the following:

Classroom volunteer

Reading/Math volunteer tutor

Join PTO

Share career experiences with students

Fieldtrip chaperone

Attend student performances

Attend grade level parent information meetings

Assist with the school family celebrations (Family Reading Night, Family Math Night, Family Science Night)

Parent teacher conferences

The PTO and Campus leadership Team all give parents and community members an opportunity to be involved in decision making through multiple meeting opportunities throughout the year.

Correspondence is sent home in English and Spanish. A bilingual parent liaison is available in the front office when needed.

Each year students are given the opportunity to participate in enrichment. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for an hour each Friday. There are 4 sessions of enrichment, each lasting 7 weeks. Some examples of Enrichment Clubs are: Digital Dudes and Divas, Community Helpers, Emerging Engineers, etc.) This year all 3<sup>rd</sup> grade students will be participating in *First Move Chess* clubs during enrichment which was provided through a grant by the Granbury Education Foundation.

Another opportunity provided is through auditioning for the campus Musical. The musical is a spring event in which Student Council provides snacks and a

show. Students present the musical during the school day as a dress rehearsal so the students who were unable to attend get to see the show as well.

Additional opportunities include:

Student Council (class reps and board) -Class reps are elected by class vote (1 boy and 1 girl per class) and the board is elected through a school wide election. Monthly meetings are held and students meet with community organizations in order to understand the needs of the community. Then STUCO members select several organizations to support with donations throughout the year. STUCO is also responsible for the design & layout of the campus yearbook.

Miler's Club-All students are given the opportunity to run miles on the track. Students receive medals and T-shirts for reaching their goals of 50 and 100 miles each year. Grade level totals are charted weekly during morning meeting and the status of travels across the United States (capitals) and around the globe. Lake Granbury Medical Center provides funding to support this campus effort.

Jump Rope Club-4<sup>th</sup> and 5<sup>th</sup> grade students are invited to join the campus jump rope club. This club meets 2 times weekly at 7:15 beginning in the 2<sup>nd</sup> grading period and involves members of the community and Brawner staff. Local gym owner, Dan Trumble, provides support for the team throughout the year.

### **School and District Organization**

Staff members are involved in decision making by serving on the Campus Leadership Team. The school budget is developed with the assistance of the Campus Leadership Team. The Title I budget is reviewed and allocation requests are discussed with the Campus Leadership Team. The campus Professional Development Plan is also reviewed and approved by the CLT.

The intervention specialist is the liaison with personnel in the curriculum department as well as with grade level teams. This gives all teachers an opportunity to be involved in collaborative decision making.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making

adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The principal, assistant principal, and specialist conduct classroom snapshot visits. The information is collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction. The results of this information also provide direction for additional professional development. The campus walkthrough document will be reviewed at the beginning of the year in order to combine the technology walkthrough document and the classroom snapshot document. The new document will then be used as the snapshot document and all staff will be trained on the document in the Fall of 2014.

The local school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Campus Leadership Team.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader through weekly grade level team meetings.

The campus accountability rating for the 2012-2013 school year was Recognized, but with the new state accountability system connected to the implementation of the new state test (STAAR), the anticipated campus rating for 13-14 will be "Met Standard". The rating will be formalized in August of 2014 and discussion surrounding the rating and updated data provided will be discussed at the staff meetings.

#### **Information Gathered from a Variety of Sources**

The State of Texas Assessments of Academic Readiness (STAAR), Benchmarks and Common Assessments are administered to all grades. BOY, MOY and EOY Universal Screener scores are also reviewed.

Employee, student, and parent surveys are sources of qualitative data. The results of the employee survey identified areas in need of improvement.

The purpose of the employee survey was to determine employee attitudes and perceptions. The student survey was specific to activities and preferences of previously implemented student activities. All surveys are used to adjust and/or change current practices and perceptions of the students, staff and parents at Brawner Intermediate.

#### **School Support Team Involvement**

The Campus Leadership Team (CLT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes a teacher from each grade level, instructional specialist, assistant principal and principal. A representative from the PTO and the community will also serve on the CLT.

#### **Campus Improvement Plan**

The Campus Improvement Plan is developed by the principal, assistant principal, instructional specialists and Campus Leadership Team. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

#### **Resource Allocation**

Title I resources will be used to improve student achievement in reading, writing, math and science which will substantially increase the percentage of students attaining proficiency. Some of the funding will be used to improve parent participation and provide parent training.

#### **Evaluation of Plans and Strategies**

Common assessments, benchmarks Yearly Universal Screener results will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading and math STAAR test will be given in grades three, four and five. Writing will be given at fourth grade and Science will be given in fifth.

A parent survey will be conducted in the fall of 2014 to assess target areas with our parents. The STUCO board will design a survey for students in order to gather data regarding areas to target that are specific to students. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- 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
- Discipline records
- Student surveys and/or other feedback

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

## Goals






**Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.**

**Performance Objective 1: Develop and implement procedures to enhance a positive school climate.**

**Summative Evaluation: Parent & student feedback survey showing 80% at or above "satisfied" rating.**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) School Wide Implementation of Rachel's Challenge	2, 6	Rachel's Challenge Committee (Principal, Counselor, Grade Level Leaders, Student Council Board)	Campus Wide Kick Off, Campus Linking Ceremonies (each grading period), Holiday "Dont Break the Chain Reaction" campaign for parents/students over holidays.				
Funding Sources: Local (199) - \$250.00							
2) Family Nights -Reading Night- -Math Night- -Science Night- -Campus Culture Night	2, 6	Teachers, Specialists	Parent Communication Flyers/Sign In Sheets/School Calendar				
Funding Sources: Local (199) - \$500.00, Title I (211) - \$250.00, ESL/Bilingual (25) - \$200.00							
3) Parent/Teacher Conferences	6	Teachers	Conference/Contact Logs				
4) Parent Orientation (Title 1 Campus Overview and Parent Notification)	6, 10	Principal, AP, Teachers	Parent Communication Flyers, Sign In Sheets, Meeting Minutes	✓			
5) Incorporate customer care strategies with all visitors and students	6	Office Staff	Parent Feedback				
6) Provide training for staff on bullying awareness, prevention and procedures, and child abuse awareness & prevention including Jenna's Law.	1, 2, 4, 9, 10	Principal, AP, Counselor Child Advocacy Center of Granbury	Sign in sheets, agendas, brochures, handouts.	✓			
7) Create school unity through daily morning meeting highlighting student effort, reinforcement campus motto, pledges, etc.	1, 2, 6, 10	Principal, AP, Teachers	Student participation, observation and daily schedule				







8) Highlight "Brawner Student's of the Week" in classroom and grade level winners.	1, 2	Principal, AP, Counselor, Teachers	Student nominations, classroom pictures of student of the week and grade level pictures of "Brawner Student of the Week" on website/facebook page.				
	Funding Sources: Local (199) - \$500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

**Performance Objective 2:** Provide opportunities for parent and community service





**Summative Evaluation:** Volunteers will log 150 hours of assistance for the school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist parent and community volunteers through parent/teacher organization and Helping Hands Club.	6, 10	Principal, PTO Teacher Rep	Volunteers hour logs-Raptor, agendas, Spreadsheet of volunteers with times/days and activity specifications.				
2) Partner with community organizations & businesses for student recognition. (awards, coupons, certificates)	2, 10	Principal, Teachers, office staff	-Kiwaniis-Terrific kids/Super citizens rosters -6 Flags Read to Succeed Reading Logs -Awards Assembly sign in sheets -HCN Published Honor Roll -GEF -Chick-Fil-A Parent Nights -Speaker's Bureau -Helping Hands Club -Fuzzy's Taco Night				
Funding Sources: Local (199) - \$500.00							
3) Partner with local organizations for support and reinforcement of positive school and community relationship building. (Mentoring, backpack buddies, etc.)	10	Nurse, Counselor, Principal, AP, Teachers	Volunteer sign in sheets, mentoring sign in sheets, agendas.				
Funding Sources: Local (199) - \$150.00							
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							

**Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.**

**Performance Objective 1: Foster Implementation of Project Based Learning**





**Summative Evaluation: 90-100% of eligible staff trained and implementing Project Based Learning by Summer 2015.**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute	2, 4, 8	Cohort 3, GISD CBP Staff	Eduphoria Teacher Training Certificates/Sign In Sheets				
2) Attend 2 day PBL Lead update training from the Buck Institute	2, 4	Principal, AP, Campus Instructional Specialist, GISD CBP Staff	PBL Lead Training Certificate	✓			
3) Cohort 2 Trained PBL staff members will implement 1 project per semester, Cohort 1 will implement 3 projects in a year.	2, 3, 4	Principal, Cohort 2 Teachers, Cohort 1 Teachers.	Documentation of presentations, Project Overviews,				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							

**Goal 2:** We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

**Performance Objective 2:** Improve student performance according to state standards, including subgroups in all academic areas


**Summative Evaluation:** Brawner students will increase percentage passing by 5% in each sub-population.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data	1, 2, 3, 8, 9	Principal, Teachers, Specialists	CARA process meeting notes, action plan, calendar schedule.				
<b>System Safeguard Strategies</b> 2) Provide supplemental interventions to support student success.	1, 2, 3, 8, 9	Campus Special Programs Coordinator(s), Principal, Teachers, Specialists, Campus certified tutors	Intervention documentation (RTI, 504, SPED, Istation, Study Island), common assessment and benchmark scores				
Funding Sources: State Comp Ed (24) - \$4000.00, ESL/Bilingual (25) - \$250.00, Title I (211) - \$8000.00							
<b>System Safeguard Strategies</b> 3) Utilize strategies and materials to increase Hispanic and ELL/LEP Writing, Reading and language acquisition.	1, 2, 9, 10	Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading, STAAR				
Funding Sources: ESL/Bilingual (25) - \$7500.00, State Comp Ed (24) - \$3000.00							
4) Provide enrichment opportunities for identified gifted and talented students.	1, 2, 3, 8, 9, 10	Principal, Teachers, Counselor	Lesson plans, activity schedules				
Funding Sources: Gifted (21) - \$1000.00							
5) Provide additional opportunity for staff development in science (Attend CAST-conference for the Advancement of Science & Technology workshop)	1, 2, 4, 9, 10	Principal, Instructional Specialists, Teachers	Workshop participation certificates, staff meeting agenda for follow up training of all science teachers, walkthrough documentation on use of implemented strategies.				
Funding Sources: Local (199) - \$375.00							
 = Accomplished  = Considerable  = Some Progress   = No Progress  = Discontinue							

**Goal 2:** We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

**Performance Objective 3:** Improve college readiness performance





**Summative Evaluation:** Level III performance in each STAAR category will improve by 3%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st Century Skills in all classrooms. (Creativity, Collaboration, Communication, Critical Thinking)	1, 2, 3, 9	Principal, AP, Teachers	Lesson plans, Classroom walk-throughs, STAAR Assessment Data reflecting an increase percentage in Level 3				
2) Provide Friday GT enrichment for all grade level GT students	1, 10	Principals, Teachers, Instructional Specialists	Lesson plans, walkthroughs, alternate schedules.				
				Funding Sources: Local (199) - \$300.00			
3) Implement critical thinking activities during morning meeting (before school)	2, 9	Principals, teachers, instructional specialist	Student work, activity notebook, STAAR data showing increased level 3 percentage				
				Funding Sources: Local (199) - \$250.00			
							

**Goal 2:** We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

**Performance Objective 4:** Provide flexible opportunities for students that are at-risk of dropping out or not completing


**Summative Evaluation:** 70% of Brawner students will meet or exceed state progress measure standard.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<b>System Safeguard Strategies</b> 1) Implementation of supplemental instruction for LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, ESL Teachers	Tutor Lesson Plans, Tutor Schedules, Intervention Documentation				
	Funding Sources: ESL/Bilingual (25) - \$3000.00						
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards.				
	Funding Sources: Local (199) - \$1000.00						
3) Provide opportunity for fifth grade students to visit GHS CTE departments	1, 2, 6, 8, 9	CTE Director, Principal, and 5th grade teachers	Surveys, lesson plans, students schedules & products				
4) Host campus career fair for all grade levels.	2	Counselor, Principals, Teachers	Speaker sign in sheets, Career Fair schedules/rotations				
	Funding Sources: Local (199) - \$150.00						
 = Accomplished  = Considerable  = Some Progress                       = No Progress  = Discontinue							

**Goal 2:** We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

**Performance Objective 5:** Students will participate in coordinated school health activities





**Summative Evaluation:** 98% of eligible students will participate in school health activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Prepare students for participation in the state fitness assessment (Fitness Gram)	2, 10	P.E. Teacher	Lesson Plans/Fitness Gram Reports				
2) Implement and support campus wide fitness initiatives. (Miler's Club, Jump Rope Club, Scarecrow Scamper, Jump Rope for Heart, etc.)	2, 10	P.E. Teacher, Classroom Teachers	Documented student fitness charts/graphs, Number of students earning medals for 50 Miles, T-shirts for students earning 100 Miles, Jump Rope Club school wide performance, Parent participation Logs/sign in sheets. (Campus Wide Kick-Off with GHS Cross Country Team, Football team, Parents, community members, etc.)				
Funding Sources: Local (199) - \$500.00							
3) Community Health Fair	2, 6, 10	Principal, AP, P.E. Teacher, Counselor, Nurse, Teachers	Agenda, sign in sheets, Health Fair layout/resource sponsors sign in.				
Funding Sources: Local (199) - \$250.00							
							

**Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.**

**Performance Objective 1: Provide technology professional development to support instruction**

**Summative Evaluation: 100% of Brawner classroom teachers will meet campus based technology proficiencies.**





Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Tip Training for Teachers	1, 2, 3, 4, 8, 9	Principal, Technology Department Staff, Campus Technology Committee	School Calendar, Sign In Sheets, documented classroom technology activities				
2) Teachers will attend GISD Technology Department summer and after school technology sessions.	1, 2, 3, 4	Principal, Technology Department	Sign In Sheets, STAR Chart and PDAS				
3) Teachers will complete campus level proficiencies on current devices and software. Proficiencies are developed by the campus technology committee	1, 2, 3, 4	Principal, Technology Committee, Teachers	Completed proficiencies and PDAS				
Funding Sources: Local (199) - \$6000.00							
<b>Critical Success Factors</b> CSF 7	1, 4	Principal, Technology Committee	Conference Training Schedule and follow up training documentation				
4) Campus Technology Committee reps will attend TCEA Conference and train campus staff on new information regarding technology.	Funding Sources: Local (199) - \$1000.00, Title I (211)						
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							



**Goal 3:** We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

**Performance Objective 2:** Ensure students demonstrate responsible digital citizenship





**Summative Evaluation:** All students will complete interent safety trainings required by the state.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD Technology Department	1, 2, 3, 4, 10	Principal, Librarian, and assigned staff	Librarian log, reduced number of offenses related to technology and campus cyber attestation forms.				
 = Accomplished  = Considerable  = Some Progress           = No Progress  = Discontinue							

**Goal 3:** We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

**Performance Objective 3:** Expose students to a variety of digital tools and software





**Summative Evaluation:** Brawner teachers will utilize a variety of digital tools to enhance student learning during 80% of documented walkthroughs and observations.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Fair	1, 2, 6, 8	Principal, Librarian, Technology Committee, Technology Department	Parent/Student Survey, Sign In sheets.				
2) Teachers will use a variety of technology tools to improve student performance. (Examples: classroom computers, hand held devices, projection systems, document stations, interactive whiteboards, flip cameras.)	1, 2, 9	Principal, Librarian, Technology Committee	Classroom walk-throughs, PDAS				
3) Teachers will use a variety of applications to improve student performance. (Examples: Brain Pop, iStation, Reading Eggspress, Study Island, Imagine Learning, Think Through Math, etc.)	1, 2, 9	Principal, Librarian, Technology Committee	Usage Reports, Teacher/Specialists Intervention Documentation Reports, State Assessment Data-TELPAS/STAAR				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							

**Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.**

**Performance Objective 1:** The campus leadership team will develop and maintain an effective facilities and safety plan.


**Summative Evaluation:** 100% of Brawner staff will participate in district safety training and monthly campus safety drills.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Monthly campus facility inspection (using GISD safety checklist)	1, 2, 10	Principal/AP, Lead Custodial, Secretary	Completed Monthly Inspection Report, Timely submission of campus work orders				
2) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety	1, 2, 4, 10	Principal/AP, Teachers, Transportation Department	State and local completion reports				
3) Create an identifying release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	Staff and parent survey results.				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							

**Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.**

**Performance Objective 1: Implement flexible scheduling**






**Summative Evaluation: Campus will provide weekly alternate schedules. (Monday-Thursday & Friday)**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.	1, 2, 3, 9, 10	Principal, AP, Instructional Interventionist, Teachers	Monday-Thursday Master Schedule, Friday Master Schedule, Enrichment Schedule/spreadsheet,				
				Funding Sources: Local (199) - \$500.00, Gifted (21) - \$500.00, Title I (211), State Comp Ed (24)			
2) Implement team preparation/planning and campus professional development during early release days (at the end of each grading period).	1, 2, 4, 8	Principal, AP, CLT, teachers and staff.	Sign in sheets, Agendas, District calendar				
				Funding Sources: Local (199) - \$250.00			
							

**Goal 5:** We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

**Performance Objective 2:** Utilize Campus Leadership Team to determine and evaluate professional development needs of the campus.





**Summative Evaluation:** Campus Leadership Team will review professional development survey results and consider additional recommendations for further campus based professional development.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus Leadership Team meets regularly with administration regarding the professional development needs of the campus.	1, 2, 3, 4, 6, 8	Principal, AP, CLT members	Minutes, Sign in Sheets, Agendas				
2) CLT sub committee-Instructional Admin Team regarding classroom data (student/teacher), teacher needs, etc. Responsible for reporting data to CLT monthly.	2, 8	Principal, AP, Instructional Specialist	Meeting agendas, minutes, etc.				
3) Restructure/redefine Instructional Specialist position to maximize evaluation of student and teacher needs based upon current data.	2, 4, 8, 9	Principal, AP	Walkthroughs, implementation MVP (RTI) student time-data associated, common assessments, meeting agendas from Instructional Admin Team, etc.				
Funding Sources: Title I (211)							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.**

**Performance Objective 1: Maintain a comprehensive list of resources available to Brawner Intermediate students and families.**


**Summative Evaluation: Maintain and update a comprehensive list of resources at least 4 times a year.**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources available within the district.	1, 6, 9, 10	Principal, AP, Counselor, Nurse and Teachers.	Comprehensive list of known resources and services				
2) Revisit and implement revised campus procedures for all staff members on referral process for families in need.	1, 2, 4, 6, 7, 10	Principal, AP, Counselor, Nurse, Teachers and staff.	Resource list, agendas, sign in sheets				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							

**Goal 6:** We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

**Performance Objective 2:** Utilize the Speaker's Bureau

**Summative Evaluation:** Brawner will utilize the Speaker's Bureau and additional speaker resources a minimum of 20 times throughout the school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize the Speaker's Bureau to bring real world connections and enhance academic learning to students from community members.	1, 2, 3, 6, 8, 9, 10	Pricniapl, AP, Counselor, Teachers	Lesson Plans, Speaker Schedules				
							

# State Compensatory

**Budget for Brawner Intermediate School:**

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 e 11 6118 00 108 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$4,000.00
<b>6100 Subtotal:</b>		<b>\$4,000.00</b>
<b>6300 Supplies and Services</b>		
199 e 11 6395 00 108 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$9,995.00
<b>6300 Subtotal:</b>		<b>\$9,995.00</b>



## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jayme Duckett	Instructional Specialist	Title 1	100%