

**Granbury Independent School District
Brawner Intermediate School
2015-2016 Campus Improvement Plan**



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.

Brawner Intermediate School

Comprehensive Needs Assessment 2015-2016

Principal: Jincy Ross

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 400-420 students during the 2014-2015 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 1, 2015) it is anticipated that the number will remain close to 410 at the start of school in August (current prediction is 408). The breakdown per grade level is 7 sections of 3rd grade (2 are bilingual), 8 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (2 are bilingual).

In the upcoming year (2015-2016) 3rd grade will be reduced by 1 section (7 total with 2 bilingual) due to the lower enrollment of the incoming 3rd grade from Emma Roberson-Brawner's feeder school.

Brawner Intermediate houses the bilingual program for the district and during the 2014-2015 school year there were 73 bilingual students and 13 ESL students. At the start of school in 2014, 237 students qualified for free or reduced price meals which resulted in 57.2% free and reduced percentage. While this percentage fluctuated slightly throughout the year, the year ended with 228 students receiving free/reduced meals. This was approximately 55.9%. The enrollment by ethnic background was 253- White, 145-Hispanic, 2-African American, 3-Asian, 2 American Indian and 3 mixed races.

105 students withdrew during the 2014-2015 school year. 83 students entered during the 2014-2015 school year. This year the campus has about a 25% mobility rate.

Student Needs

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan. With implementation of the state testing (STAAR and STAAR A), campuses this year received reading scores for all students at the end of May 2014 (including 2nd round admin for 5th grade reading) as well as 4th writing and 5th science. The campus scores are as follows:

STAAR (used for accountability purposes)

3rd Reading: 83%

4th Reading: 84%

4th Writing: 80%

5th Reading: 87% (including 2nd admin)

5th Science: 77%

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. (STAAR A scores were not used in accountability, but will be considered when the campus reviews the data in depth at the beginning of the 2015-2016 school year.)

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 the gap was reduced significantly in 4th grade reading (only 3 points difference) and writing, the gap still remained significant in 5th grade reading and science. In 3rd grade reading the Hispanic population outscored the white population by 10 points. Initial informal calculations done by the campus indicate math overall is a target area, but the gaps remained consistent with the reading scores in all areas. This held true when comparing economically

disadvantaged students to non-economically disadvantaged students. Our economically disadvantaged students and at risk populations continue to be target populations for the campus. Initial outcomes from the previous year's targets indicate success in the areas of 3rd reading and 4th reading and writing. 5th grade showed significant improvement over last year's reading scores as well. The expected outcome for 2015-2016 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 the fall of 2015.

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 receive a beginning of the year data correlation sheet for their classes. The data sheets 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 instructional specialist and principal each six weeks. Response to Intervention (RTI), teacher information, 3 week checkpoints, 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 work to track their individual data during the RTI process. Students will work to set goals and monitor progress. Staff will be trained on revised implementation of student data folders used by the Instructional Specialist in August of 2015.

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. 3rd-5th 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 RTI committee each 6 weeks and meetings to initiate changes in interventions or levels of interventions received will be scheduled as needed through the 504, RTI or Special Education committees.

At this time it is unknown if the school made AYP/System Safeguards for the 14-15 school year, however due to increased scores in reading and writing, initial reports indicate the campus will meet those goals 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 are used to help teach the TEKS. Multiple resources are considered in order to achieve optimum results. Including Motivation Math, Reading, Writing and Science resources.

All students are given access to the computer lab weekly. Each classroom has at least 3-4 student N-station computers with 2 full mobile labs per grade level and 10 mobile devices for each class. DLP projectors and smart boards are 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. 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 as needed by the campus.

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). Continued training on PBL was given for new teachers (3 day) and sustained support training was given to previously trained PBL teachers to continue to provide the needed support for the implementation. Additional campus trainings will be implemented throughout the school year based upon the update of the campus professional development plan through campus leadership team meetings. 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 individual sessions held throughout the summer for input on improvement 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 *Deliberate Optimism-Reclaiming the Joy in Education*. Brawner Intermediate also participates in the Effective Schools Project through Tarleton State University and will be continue to implement *Wordly Wise*, a vocabulary program as well.

All teachers on each grade level have a fifty minute planning period. The planning period is structured so that grade level-content teachers meet during the school day to improve collaboration. An alternate schedule on

Wednesdays or 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 3rd grade students will be participating in *First Move Chess* clubs during enrichment which was initially 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 "teasers" of songs/skits from 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 at the beginning of the year 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.

Cross Fit Club-Students are invited to join the campus Cross Fit club. This club meets 2 times weekly at 7:15 beginning in the 2nd 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 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 2013-2014 school year was "Met Standard". The rating for the 2014-2015 school year will be formalized in August of 2015 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.


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: Integrate programs to help all learners (students and parents) feel welcome.

Summative Evaluation: Improve attendance at parent meetings by ten percent.






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, Assistant Principal, Counselor, Grade Level Leaders)	Campus Wide Kick Off, Campus Linking Ceremonies during each grading period				
Funding Sources: Local (199) - \$250.00							
2) Brawner Family Nights: -Reading Night -Math Night -Science Night -Campus Culture Night during Hispanic Heritage Month	1, 2, 6	Teachers, Specialists, Counselor, Grade Level Leaders, Bilingual Teachers	Parent Communication Flyers/Sign In Sheets/School Calendar/Facebook updates/Twitter updates/Remind 101 updates				
Funding Sources: Local (199) - \$500.00, Title I (211) - \$250.00, ESL/Bilingual (25) - \$200.00							
3) Parent/Teacher Conferences	3, 6	Teachers/Assistant Principal/Principal	Conference/Parent Contact Logs/Brawner Folder				
Funding Sources: Title I (211) - \$1500.00							
4) Parent Orientation (Title I Campus Overview and Parent Notification)	6, 7, 10	Principal, AP, Teachers	Parent Communication Flyers, Sign In Sheets, Meeting Minutes/Facebook updates/Twitter updates/Remind 101 updates				
5) Increase daily communication with all visitors and students.	6	Principal/Assistant Principal, Office Staff, Nurse, Counselor	Parent/student Feedback				
Funding Sources: Title I (211) - \$3000.00							
6) Provide training for staff on bullying awareness, prevention and procedures, and child abuse awareness and prevention.	1, 2, 4, 9, 10	Principal, AP, Counselor, Child Advocacy Center of Granbury	Sign in sheets, agendas, brochures, handouts, phone numbers, websites				

7) Create school unity through daily morning meeting highlighting student effort, reinforcement of campus motto, pledges, character word of the week.	1, 2, 6, 10	Principal, Assistant Principal, Teachers, Counselor	Student participation, daily schedule of differing morning activities prior to morning meeting.				
8) Highlight "Brawner Student of the Month" in classroom and grade level winners. Highlight "Staff Member of the Month."	1, 2, 7	Principal, Assistant Principal, Counselor, Teachers	Teacher nominations, grade level pictures of "Brawner Student of the Month" on website/Facebook page. Staff member of the month chosen by Principal and Assistant Principal.				
Funding Sources: Local (199) - \$500.00							
							

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: Create options for staff, students, and families to participate in outreach efforts in Hood County.





Summative Evaluation: Families and staff will assist in packing non-perishable weekend food for students.

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 PTO and Helping Hands Club.	6, 10	Principal, PTO Teacher Representative from each grade level	Volunteer hour logs, Raptor, agendas, Spreadsheet of volunteers with times/days and activity specifications				
2) Partner with community organizations businesses for student recognition such as awards, coupons, certificates.	2, 10	Principal, Teachers, office staff	-Kiwanis-Terrific kids/Super citizens rosters -Six Flags Read to Succeed Reading Logs -Awards Assembly sign in sheets -HCN Published Honor Roll -GEF -Chick-Fil-A Parent Nights -Speakers 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, weekend snack packs).	2, 10	Nurse, Counselor, Principal, AP, Teachers	Volunteer sign in sheets, mentoring sign in sheets, agendas, list of students who receive weekend snack packs				
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: Continue to support Project Based Learning in all grade levels.





Summative Evaluation: Campus-wide Project Based Learning activity during Freedom Week which separates students into those who have rights and those who do not. Use a Google Form to gain feedback from students.

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 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 one project per semester, Cohort 1 will implement three 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, focusing on all students increasing STAAR scores.


Summative Evaluation: Brawner students will increase percentage passing by 5% in each sub-population. Staff will focus on improving Writing and Science scores.

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 and 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.				
System Safeguard Strategies 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							
System Safeguard Strategies 3) Utilize strategies and materials to increase Hispanic and ELL/LEP Writing, Reading and language acquisition.	1, 2, 9, 10	Principal, ESL/Bilingual Teachers, Instructional Specialist	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading, STAAR				
Funding Sources: ESL/Bilingual (25) - \$7500.00, State Comp Ed (24) - \$3000.00, Title II (255)							
4) Provide enrichment opportunities for identified gifted and talented students.	1, 2, 3, 8, 9, 10	Principal, Teachers, Counselor	Lesson plans, activity schedules, field trips, daily Enrichment class				
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 and Teacher Conservation Institute -TCI)	1, 2, 4, 9, 10	Principal, Instructional Specialists, Teachers, Librarian	Workshop participation certificates, staff meeting agenda for follow up training of all science teachers, walk through documentation on use of implemented strategies, implementation of new Library and Technology techniques				
Funding Sources: Local (199) - \$375.00, Title I (211) - \$1000.00							
 = 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: Focus on individual student growth from the previous year's STAAR scores.






Summative Evaluation: Level III performance in each STAAR subject 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. Provide club opportunities for GT students to expand their interests.	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) and during Friday enrichment. Campus-wide focus will be on science.	2, 3, 9	Principals, Teachers, Instructional Specialist	Student work, STAAR data showing increased growth from year to year				
Funding Sources: Local (199) - \$250.00, State Comp Ed (24) - \$3000.00							
							

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 interesting educational opportunities for students who are at-risk of not attaining a high school diploma.





Summative Evaluation: 70% of Brawner students will meet or exceed state progress measure standard. Students will take control of their learning by using data folders to track their STAAR and benchmark testing progress.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies							
1) Implementation of supplemental instruction for LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, ESL Teachers	Tutors, 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 and incentives.				
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 technology activities such as classroom use of Chromebooks.






Summative Evaluation: Brawner students will exhibit proficiency on Chromebook skills during Technology Day.

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, Nurse	Lesson Plans/Fitness Gram Reports				
2) Implement and support campus wide fitness initiatives, such as Miler's Club, Scarecrow Scamper, Football Friday	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) Brawner 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							
 = 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 6: Foster partnerships with Speakers Bureau to bring real-world career experiences to our students.






Summative Evaluation: Review of Speakers Bureau with staff and students using written feedback.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Research a variety of innovative resources, strategies, and activities that support 21st century competencies		Principal, Instructional Specialist, Curriculum Department	Reporting to CAC				
2) Obtain innovative resources to support 21st century competencies		Principal, Instructional Specialist, Curriculum Department	Professional Development feedback				
Funding Sources: Title I (211), State Comp Ed (24)							
 = 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 1: Provide technology professional development opportunities that support new instructional strategies in order to engage all learners.





Summative Evaluation: All Brawner classroom teachers and administrators will complete at least twelve hours of technology training during the summer.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Books and Bytes Training for Teachers	1, 2, 3, 4, 8, 9	Principal, Campus Technology Committee, Librarian	School Calendar, Sign In Sheets, documented classroom technology activities, Faculty Meetings				
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							
Critical Success Factors CSF 7	1, 4	Technology Committee, Librarian	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: Students will be trained in acceptable uses of technology while using school equipment.





Summative Evaluation: Counselor will provide internet safety trainings at the beginning of the school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual acceptable use training using Counselor and Librarian	1, 2, 3, 4, 10	Principal, Librarian, Counselor	Librarian log, reduced number of bullying reports related to technology.				
 = 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 while teaching them to use technology in a responsible manner.





Summative Evaluation: Teachers will use Chromebooks, Smart Boards, and knowledge of Google to peak students' learning. Teachers will be expected to use technology during formal/informal observations.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a variety of technology tools to improve student performance. (Examples: classroom computers, hand held devices, Smart Boards, Chromebooks, iPads)	1, 2, 9	Principal, Librarian, Technology Committee	Classroom walk-throughs, PDAS				
2) Teachers will use a variety of applications to improve student performance. (Examples: Brain Pop, iStation, Reading Eggs, Study Island, Imagine Learning, Think Through Math, Motivation Math, Wordly Wise)	1, 2, 9	Principal, Librarian, Technology Committee, Teachers	Usage Reports, Teacher/Specialists Intervention Documentation Reports, State Assessment Data-TELPAS/STAAR				
Funding Sources: Local (199) - \$475.00							
3) Students will learn to demonstrate proficiency and increase use of a variety of technology equipment/apps, software, etc. in classroom lessons and PBL projects.	1, 2, 9, 10	Principals, Librarian, Technology Committee, Teachers	Classroom walkthroughs, PDAS, project evaluations-PBL presentations				
Funding Sources: Title I (211) - \$1500.00							
 = 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 Safety Committee will develop effective student drills: monthly fire drills, two lock down drills, two tornado drills, and one bus evacuation.

Summative Evaluation: All Brawner staff and students will participate in campus safety drills. Staff members will be required to view and pass safety video tests.

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				
 = 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 2: All stakeholders (administrators, staff, students) will adhere to safety guidelines while at school.

Summative Evaluation: Quarterly safety inspections will be guided by Assistant Principal and Lead Custodian.

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: Scheduling will be designed to meet student academic needs.





Summative Evaluation: Campus administrators and staff will work closely together to create scheduling options for students who need RtI, GT, or other instruction. This extra academic time will be provided daily during Enrichment time.

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	Friday Alternate Schedule, Enrichment Schedule/spreadsheet				
Funding Sources: Local (199) - \$500.00, Gifted (21) - \$500.00, Title I (211) - \$500.00, State Comp Ed (24) - \$500.00							
2) Implement team preparation/grade level planning and campus professional development during early release days (end of each grading period).	1, 2, 4, 8	Principal, AP, CAC, teachers and staff	Sign in sheets, Agendas, District calendar				
Funding Sources: Local (199) - \$250.00							
 = 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 2: All students will participate in a club of his/her choice on Friday to spark interest in different subjects. Teachers will have the option of choosing a club which interests them and is TEKS-based.


Summative Evaluation: Students will provide feedback at the end of the year regarding which clubs were most engaging and productive.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus Advisory Committee meets regularly with administration regarding the professional development needs of the campus.	1, 2, 3, 4, 6, 8	Principal, AP, CAC members	Minutes, Sign in Sheets, Agendas				
2) Restructure 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)							
3) 3) Students will be given personal choice regarding the club they attend on Friday	1, 3, 7	Teachers, Instructional Specialist, Principal, Assistant Principal	Feedback regarding club participation and activities conducted.				
 = 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: The Counselor will maintain a community list of resources available to Brawner students and families.





Summative Evaluation: A community list of resources will be updated at least two times a year by the Counselor and will be provided to families in need.

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				
							

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

Performance Objective 2: Teachers will be asked to utilize the Speakers Bureau volunteers.


Summative Evaluation: Brawner will utilize the Speakers Bureau at least three times during each six weeks. Each grade level will be expected to have one speaker per six weeks.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize the Speakers Bureau to bring real-world connections and enhance academic learning to students from community members.	1, 2, 3, 6, 8, 9, 10	Principals, AP, Counselor, Teachers	Lesson Plans, Speaker Schedules				
 = 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 3: Seek input from the Campus Advisory Committee (CAC) on effective professional development activities for Brawner staff.

Summative Evaluation: Use ideas generated by the Campus Advisory Committee to provide professional development instruction during half days at the end of each six weeks.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Utilize CAC to generate ideas/needs for staff development	1, 3, 4, 5	CAC, Lead Teachers, Principal, Assistant Principal, Instructional Specialist	Teacher satisfaction regarding professional development, implementation of professional development strategies.				
							

State Compensatory

Budget for Brawner Intermediate School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 e 11 6118 00 108 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$4,000.00
6100 Subtotal:		\$4,000.00
6300 Supplies and Services		
199 e 11 6395 00 108 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$1,040.00
6300 Subtotal:		\$1,040.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melanie Ferguson	Instructional Specialist	Title I Schoolwide	1