

**Granbury Independent School District
Brawner Intermediate School
2016-2017 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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Brawner Intermediate averaged approximately 400-410 students during the 2015-16 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 1, 2016) it is anticipated that the number will remain close to 435 as the number of incoming 3rd graders from Emma Roberson Elementary increases. The breakdown per grade level for 2016-17 is: 8 sections of 3rd grade (2 are bilingual), 7 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (1 is a self-contained bilingual classroom).

Brawner Intermediate houses the bilingual program for the district and during the 2015-16 school year there were 79 bilingual students and 25 ESL students. Our percentage of ELL students was 23.8%.

In May of 2016, 235 students received free meals (approximately 58%). 24 Brawner students received reduced-priced meals (approximately 6%). Our total free and reduced number of students was 259, or 63.8%.

Our percentage of students who are economically disadvantaged was 58.8%.

The enrollment by ethnic background was: 233- White, 157-Hispanic,

1-American Indian, 5-African American, and 6-Asian.

113 students withdrew during the 2013-2014 school year. 71 students enrolled during the 2015-16 school year. This year the campus had an 18.8% mobility rate.

The campus goal is to have an average yearly attendance above 97%. Brawner ended the year with an average attendance of 96.53%. 3rd grade's yearly attendance was 96.66%; 4th grade's yearly attendance was 96.33%; 5th grade's yearly attendance was 96.61%. As a campus, our lowest attendance rates were during the fifth six weeks. Our highest attendance rates were during the first six weeks. The Attendance Committee creates incentives for students to win the daily attendance competition, such as free seating during lunch, use of electronics, extended recess, and sitting in the bleachers.

Demographics Strengths

Brawner Intermediate's subpopulation score averages revealed specific areas of success:

- Increased 3rd grade math scores in all students, Hispanic, white, special education, and LEP/ELL
- Increased 3rd grade reading scores in special education
- Increased 4th grade writing scores in LEP/ELL students
- Increased 4th grade reading scores in Hispanic, ECD, Special Education, and LEP/ELL students
- Increased 5th grade math scores in all areas (Hispanic, white, ECD, Special Education, LEP/ELL)
- Increased 5th grade reading scores in Special Education and LEP/ELL
- Increased 5th grade science scores in Special Education and LEP/ELL

Demographics Needs

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the **Campus Improvement Plan**. Problems with ETS stalled the report of STAAR testing scores for Brawner. The TEA Commissioner of Education cancelled the third administration of 5th grade reading/math due to testing inconsistencies and inaccurate scoring of STAAR tests.

The campus scores are as follows:

3rd Reading: 67% (all students)

4th Reading: 71% (all students)

4th Writing: 59% (all students)

5th Reading: 78% (including March and May administration)

5th Math: 82% (including March and May administration)

5th Science: 71%

While a thorough evaluation of individual scores/individual student performance may only produce general information at this time, an evaluation of comparisons to district averages, regional averages and state averages was reviewed and initial target areas were set by the campus.

Specific areas of concern are:

- 4th grade math performance in all areas (largest drop in white students)
- 3rd grade reading performance (largest drop in Hispanic students)
- 4th grade writing (largest drop in white students)

In general, the performance gap between ECD/white students and other students continues to be a target area. The performance gap is significant in the area of math, reading, and writing scores. 5th grade science scores remained constant. Our bilingual population, overall Hispanic population and economically disadvantaged students continue to be target populations for the campus. 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 student success will be set through campus meetings in August 2016.

Student Achievement

Student Achievement Summary

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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 his/her 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 Intervention Specialist, Assistant Principal, and Principal every four weeks. Response to Intervention (RTI), teacher information, and information on the data sheets will be used to identify student needs in a timely manner. 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 2016.

Struggling students will receive instruction by certified Title I tutors. The tutors will tutor third, fourth and fifth grade students using a variety of materials including iStation, Study Island, Brain Pop, Think Through Math, etc. 3rd, 4th, and 5th grade Tier 3 students will receive additional interventions from the Instructional Specialist paid for with Title I funding. Reports on progress of all Tier 2 & 3 students will be reviewed by campus caseworkers every six weeks. Meetings to initiate changes in interventions or levels of interventions received will be scheduled as needed.

School Culture and Climate

School Culture and Climate Summary

Parent/Teacher/Student survey was distributed during the week of May 23, 2016.

Teachers created their own survey for their students.

Teachers and parents had an opportunity to provide three areas of strength and three areas of need for BIS.

Feedback was also gained during the Title 1 Parent Night on August 30, 2016.

School Culture and Climate Strengths

1. Mrs Ross and Mrs G are very involved with the students
2. Student relationships
3. Addressing individual student needs
4. Faculty and staff
5. They have a strong group of teachers.
6. Great events
7. Teachers!!
8. Parent involvement
9. The kids have fun.
10. communication
11. Very good about informing parents
12. Great facility.
13. Making learning fun
14. Academics
15. Caring teachers and principals.
16. Involvement with High School kids
1. They have many events to keep kids interesting in learning
2. Dedication to students
3. Help children to succeed academically
4. Notifications of activities etc
5. Enthusiastic Staff--I love the morning meetings, your quotes, etc..

6. Positive learning environment
7. Keeping students involved with different activities
8. The administration and teachers are great.
9. teachers
10. Teachers are awesome
11. Good communication on activities though calling texting and email on occasion.
12. Supportive teachers and principal
13. Teachers dedication to their students
14. Amazing student involvement
15. Inclusion for all children
1. It is great that the PTO buys the kids shirts for fridays.
2. Morning Assembly
3. Having many activities that keep students interested and excited about school
4. Dedicated--teachers do a great job preparing students.
5. Communication
6. Teachers and admin care about kids
7. Loved the yearly layout of events given at the beginning of the year.
8. security
9. Uses classdojo regularly
10. Safety of the students when parents are picking up.
11. Activities
12. No tolerance for bullying.
13. Family nights for different content areas through out the year

Feedback from Parent Night:

Love the Dojo app

Love alternative seating in the classroom

At Brawner, students are given the opportunity to participate in enrichment/club time every Friday. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for an hour each Friday. There are 5 sessions of enrichment, each lasting 6-7 weeks. Some examples of Enrichment Clubs are: Recycling, Art Club, Technology Tidbits, campus musical, Coding Club, and Yearbook. Gifted and Talented students are served M-Th for 40 minutes during Enrichment (MVP) time.

School Culture and Climate Needs

1. More variety in the food menu.
2. More supervision/rules on electronics days
3. Atmosphere in the front office
4. Parking
5. They do not encourage or appreciate parent involvement.
6. None--keep doing what you are doing.
7. So may activities, very difficult for working parents
8. Nothing - y'all are great!
9. More Teacher/ Parent communication. I feel like I have to rely on my kid to relay messages. And most of the time She is brushed off by the teachers.
10. na
11. Let parents know when its electronic day
12. No more electronic days! Waste of time and my child has come home singing random songs I would not have approved her to listen too.
13. The receptionist badly needs to be replaced. Very disrespectful to certain kids. Too gruff and a sour attitude when adults are out of ear shot.
14. Friendliness of front office staff
15. Front office staff, very unwelcoming and rude.
16. Follow- up with some staff regarding children
 1. The office staff are not reliable at relaying messages
 2. Combine math/science night
 3. Making parents feel welcome
 4. The receptionist and secretary are very rude to parents.
 5. I seriously can't think of anything.
 6. Need a schedule for Talent show. Working Parents need to know when to take lunches. Just an idea if we should show up on time or an estimated time to
 7. na
 8. Higher meal prices than other schools
 9. No more electronics days.
 10. Be more strict on students who curse and disobey the teachers
 11. Discipline of kids walking from Brawner to Emma. Bullying is big during that time!
 12. At times communication is lacking
 13. Allowing children to be able to learn in their ways when it allows
 1. Ant control in the field
 2. Integrate bilingual students more into general ed activities
 3. Fair and appropriate discipline
 4. na
 5. More hands on activities! She only did one hands on project all year. The rest was written work.
 6. More fundraisers, for things ppl can get cheaply at dollar store? NO! Sell chocolate bars, something people want!
 7. Better communication between teachers and parents - grades, events, happenings in classrooms
 8. Short notice of times and events changing.
 9. Being more proactive when bullying occurs

Feedback from Parent Night:

Dislike change in teachers so soon (a 3rd grade teacher was moved to Mambrino due to enrollment needs)

Faster results in getting 504 help for my child

The boys should be allowed to pass a ball or play football at recess

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Brawner Intermediate averaged approximately 400-410 students during the 2015-16 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 1, 2016) it is anticipated that the number will remain close to 435 as the number of incoming 3rd graders from Emma Roberson Elementary increases. The breakdown per grade level for 2016-17 is: 8 sections of 3rd grade (2 are bilingual), 7 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (1 is a self-contained bilingual classroom).

All teachers are highly qualified. The Human Resources Department determines that applicants are highly qualified before they are allowed to interview for employment. Parents are notified in writing in the event of a teacher not being highly qualified.

Teachers attend 18 hours of professional training during the summer, as well as campus staff development, which is provided in August 2016. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). 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 and read educational books during the summer.

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. Trainings attended by staff will result in presentations to highlight the sessions they attended during staff meetings.

Brawner Intermediate staff will participate in a book study of *What Great Teachers Do Differently (17 Things That Matter Most)* by Todd Whitaker. Analysis of the book will begin during August 2016.

Brawner Intermediate also participates in the Effective Schools Project through Tarleton State University. We will use a new vocabulary program for 2016-17 (Vocabulary Workshop), as well as *Be Voculuous* which will supplement the new vocabulary book.

Two science teachers will attend the State Science conference (CAST) in order to raise science scores and increase their capabilities through professional development. In order to increase Level III achievement (highest level of STAAR), GT teachers in each grade level will collaborate to make a more streamlined GT program at Brawner.

All teachers in each grade level have a 55 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 Friday 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 the campus Intervention Specialist, Assistant Principal and Principal each 6 weeks to review grade level student data. Individual staff conferences are held with the principal 2-3 times each year as T-TESS is implemented. These conferences are held to determine individual strengths/weaknesses and to help drive the teacher's need for professional development.

Teachers may also participate in GTEI to add \$1000 each year to their salary.

Staff Quality, Recruitment, and Retention Strengths

Upon receiving staff feedback, teachers are happy in our school environment.

We have a positive atmosphere and staff members feel comfortable speaking to administrators.

Teachers are highly qualified in thier area of content.

Teachers seek out professional development opportunities.

Struggling students will receive instruction by certified Title I tutors. The tutors will tutor third, fourth and fifth grade students using a variety of materials including iStation, Study Island, Brain Pop, Think Through Math, etc. 3rd, 4th, and 5th grade Tier 3 students will receive additional interventions from the Instructional Specialist paid for with Title 1 funding. Reports on progress of all Tier 2 & 3 students will be reviewed by campus caseworkers every six weeks. Meetings to initiate changes in interventions or levels of interventions received will be scheduled as needed.

Staff Quality, Recruitment, and Retention Needs

Teachers asked for administrators to relay their expectations more frequently and clearly.

Some teachers left BIS due to an opening at a school closer to their home, thus decreasing their drive time.

BIS would benefit from more male staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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, Assistant Principal 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. District Curriculum Coordinators continue to support teacher needs and attend CARA meetings when asked.

Previous STAAR tests, Benchmarks, universal screeners (Study Island, iStation, Think Through Math, 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 low performing students are referred for interventions. The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS.

Curriculum, Instruction, and Assessment Strengths

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 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. Each room is equipped with ten Chromebooks.

Brawner Intermediate's 2016 subpopulation score averages revealed specific areas of success:

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After reviewing 2016 STAAR scores, specific areas of concern are:

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Gifted and Talented students will receive 40 minutes of instruction Monday-Thursday each week by a certified GT teacher. All GT students will focus on Ancient Egypt during the 2016-17 school year. Students will participate in a field trip that coincides with Ancient Egypt in the spring of 2017. GT students will be challenged academically by using brain puzzles, higher level thinking, current events, questioning, and public speaking skills.

Family and Community Involvement

Family and Community Involvement Summary

Teachers send behavior folders, progress reports, and report cards to keep parents informed. Parents can also look at their child's grades online using the Skyward Family program. A mentoring program will continue to be used to pair community members with at-risk students. The mentors will meet with their assigned student once each week. Our largest number of mentors come from First Christian Church in Granbury.

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

Classroom volunteer (after background check is completed)

Campus mentor (background check required)

Assist with the school musical

Join PTO

Share career experiences with students

Field trip chaperone (after a background check is completed)

Certified teacher tutors increase student performance

Volunteer to help during Book Fair Week

Attend student performances

Attend grade level parent information meetings

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

Assist teachers with needed classroom supplies

The PTO and Campus Advisory Committee (CAC) give parents and community members an opportunity to be involved in decision making through multiple meetings throughout the year.

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

Students are given the opportunity to participate in enrichment/club time every Friday. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for an hour each Friday. There are 5 sessions of enrichment, each lasting 6-7 weeks. Some examples of Enrichment Clubs are: Recycling, Art Club, Technology Tidbits, campus musical, Coding Club, and Yearbook.

Additional opportunities include:

Student Council (class representatives and STUCO 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 with campus sponsors to determine how best to serve Brawner and the community. 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/walk miles on the track. Students and staff members 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, PTO, and Running Bear Athletics provides funding to support this campus effort.

Fit Club-4th and 5th grade students are invited to join the campus Fit Club. This club meets on Tuesday morning at 7:15 with the PE teacher.

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Family and Community Involvement Needs

The following are suggestions provided by our parents and community members:

More parking spaces needed

The school needs to encourage more parent involvement

BIS has so many evening activities. It is very difficult for working parents to attend.

The office staff are not reliable at relaying messages to students.

Parents do not feel welcome.

The receptionist and secretary are very rude to parents.

I would like to see the administrators be more strict on students who curse and disobey the teachers.

Ant control in the field would be appreciated.

Integrate bilingual students more into general ed activities.

Provide fundraisers that people want to contribute to, such as Jump Rope for Heart, Read-a-thon, and Scarecrow Scamper 5K.

Provide better communication between teachers and parents regarding grades, events, and happenings in classrooms.

Short notice of times and events changing.

School Context and Organization

School Context and Organization Summary

Staff members are involved in decision making by serving on the Campus Advisory Committee (CAC). Others who serve on CAC are a district employee or Director, parents, and community members. The school budget is developed with the assistance of the CAC. The Title I budget is reviewed and allocation requests are discussed with the CAC. The campus Professional Development Plan is also reviewed and approved by the CAC. Brawner has three campus representatives who serve on the District Advisory Committee (DAC). This committee meets four times per year with other district employees and Dr. Largent, GISD Superintendent.

The Intervention Specialist is the liaison with the Curriculum department as well as with grade level teams. This gives all teachers an opportunity to be involved in collaborative academic decision making.

School Context and Organization Strengths

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 are not 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 Instructional Specialist conduct classroom visits. The information is collected and shared with each teacher. The results of this information also provide direction for additional professional development. The new teacher assessment system, T-TESS, will be implemented in the fall of 2016. All staff will be trained on T-TESS in the fall of 2016.

School Context and Organization Needs

The campus rating for 15-16 is "Met Standard." The rating was formalized in August of 2016 and discussion regarding the rating was distributed during campus professional development and CAC meetings. Index 2 (Student Progress) was an area of concern. Academic efforts will be focused upon improving student progress on STAAR.

Technology

Technology Summary

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 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. Each room is equipped with ten Chromebooks.

Technology Strengths

Students regularly use the Chromebooks that are assigned to each classroom.

Teachers incorporate technology into their lessons.

Students are self-sufficient when using the Chromebooks.

Technology Needs

Teachers have requested more Chromebooks so students do not have to share.

As a campus, we need better procedures regarding checking out/in iPads and Chromebooks that belong to the Library.


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: Document parent attendance at Family Nights and luncheons. Provide information about the event earlier so families can plan to attend.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) School Wide Implementation of Camp Kindness	2, 6	Camp Kindness Committee (Principal, Assistant Principal, Counselor, Grade Level Leaders)	Campus Wide Kick Off, Kindness pledge said daily, badges awarded to students for acts of kindness during each grading period				
Funding Sources: Local (199) - \$250.00							
2) Brawner Family Nights: -Reading Night -Math and Science Night -Spanish Night during Hispanic Heritage Month -Peter Pan Musical	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/Grade Level Lead Teachers	Conference/Parent Contact Logs/Brawner Folder				
Funding Sources: Title I (211) - \$1500.00							
4) Title I Parent Night in August (Title I Campus Overview and Parent Notification)	3, 6, 7	Principal, AP, Teachers	Parent Communication Flyers, Sign In Sheets, Meeting Minutes/Facebook updates/Twitter updates/Remind 101 updates/Written feedback from parents received during Title I meeting				
5) Increase daily communication with all visitors, parents, and students.	6	Principal/Assistant Principal, Office Staff, Nurse, Counselor	Parent/student Feedback from survey				
Funding Sources: Title I (211) - \$3000.00							
6) Provide training for staff on bullying awareness, suicide prevention and procedures, and child abuse awareness and prevention.	1, 2, 4, 10	Principal, AP, Counselor Child Advocacy Center of Granbury	Sign in sheets, agendas, brochures, handouts, phone numbers, websites, suicide checklist completed by every staff member and given to Counselor				

7) Create school unity through daily morning meeting highlighting student effort, reinforcement of campus motto, pledges, attendance, and Camp Kindness pledge.	1, 2, 6	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 during morning meeting. Highlight "Staff Member of the Month."	1, 2, 7, 10	Principal, Assistant Principal, Counselor, Teachers, Sunshine Committee	Teacher nominations, grade level pictures of "Brawner Student of the Month" on website/Facebook page. Staff member of the month chosen by Sunshine Committee. This person receives a \$20 gift certificate from First Christian Church.				
Funding Sources: Local (199)							
							

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 First Christian Church.	6, 9, 10	Principal, PTO Teacher Representative from each grade level, PTO, Counselor, Nurse, Assistant Principal	Volunteer hour logs, Raptor, agendas, Spreadsheet of volunteers with times/days and activity specifications, mentoring logs				
2) Partner with community organizations and businesses for student recognition such as awards, coupons, certificates.	2, 10	Principal, Teachers, office staff	-Kiwanis Super citizens rosters -Six Flags Read to Succeed Reading Logs -Awards Assembly sign in sheets -HCN Published Honor Roll -GEF Grants -Chick-Fil-A Parent Nights -Speakers Bureau -Helping Hands Club -Hoffbrau Night -Cici's Night -Dairy Queen 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, ongoing partnership with First Christian Church				
Funding Sources: Local (199) - \$150.00							

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 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 and staff members.

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	GISD Curriculum Staff, Brawner teachers	Eduphoria Teacher Training Certificates/Sign In Sheets				
2) Attend 2 day PBL Lead update training from the Buck Institute	2, 4, 8	Principal, AP, Campus Instructional Specialist, GISD Staff, Brawner teachers	PBL Lead Training Certificate				
3) Trained PBL staff members will implement one project per semester. Cohort 1 will implement three projects in a year. These projects may be cross-curricular in design.	2, 3, 4, 8	Principal, PBL trained teachers, Instructional Specialist, Assistant Principal	Documentation of presentations, Project Overviews, PBL Timeline				

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 1% in each sub-population. Staff will focus on improving writing, reading, and math 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, Assistant Principal	CARA process meeting notes, action plan, calendar schedule.				
State System Safeguard Strategy 2) Provide supplemental interventions to support student success.	1, 2, 3, 8, 9	Principal, Teachers, Specialists, certified teacher tutors, Assistant Principal	Intervention documentation (RTI, 504, SPED, Istation, Study Island), common assessment and benchmark scores, STAAR data				
Funding Sources: State Comp Ed (24) - \$4000.00, ESL/Bilingual (25) - \$250.00, Title I (211) - \$8000.00							
State System Safeguard Strategy 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, Assistant Principal	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading, STAAR data				
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, Instructional Specialist, Assistant Principal	Lesson plans, scheduling daily GT instruction, field trips, daily Enrichment class, STAAR growth, GT teacher team planning.				
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	Principal, Instructional Specialists, Teachers, Assistant Principal, 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, written documentation of workshops the employee attended while at the conference.				
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 1%.

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 (and all students) to expand their interests.	1, 9	Principals, Teachers, Instructional Specialists, Assistant Principal	Lesson plans, walkthroughs, alternate schedules, discussion of ideas for new clubs at BIS.				
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 reading.	1, 2, 3, 6, 9	Principals, Teachers, Instructional Specialist, Assistant Principal	Student work, STAAR data showing increased growth from year to year, encouraging parents to read with their child at home.				
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: 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
State System Safeguard Strategy 1) Implementation of supplemental instruction for LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, ESL Teachers, Bilingual teachers, Assistant Principal	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, 10	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, 5th grade teachers, Assistant Principal	Surveys, lesson plans, student schedules from CTE day, products students created while at CTE center.				
				Funding Sources: Local (199) - \$150.00			
4) Host campus Career Day for all grade levels.	2, 9, 10	Counselor, Principals, Teachers	Speaker sign in sheets, Career Day schedules/rotations, job description of each speaker.				
				Funding Sources: Local (199) - \$150.00			

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 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 daily instruction.

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 for Heart school wide performance, Parent participation logs/sign in sheets. (Campus Wide Kick-Off with GHS Cross Country Team, Football team, Parents, community members)				
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 sponsor sign in.				
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 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	6, 9, 10	Principal, Instructional Specialist, Curriculum Department, Counselor, Assistant Principal	Reporting to CAC Sign-in sheets for Speakers Bureau Student/Staff feedback on speaker				
2) Obtain innovative resources to support 21st century competencies	1, 9, 10	Principal, Instructional Specialist, Curriculum Department, Assistant Principal	Professional Development feedback				
Funding Sources: Title I (211), State Comp Ed (24)							

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 technology training during the summer to increase their personal technology skills.

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 Meeting updates provided by Librarian.				
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 T-TESS documentation				
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 T-TESS documentation				
Funding Sources: Local (199) - \$6000.00							
Critical Success Factors CSF 7	1, 4, 10	Technology Committee, Librarian	Conference Training Schedule and follow up training documentation. Employee will provide documentation of workshops attended each day while at TCEA.				
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, acceptable use policy for electronics usage on Fridays.				

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, 4, 9	Principal, Librarian, Technology Committee	Classroom walk-throughs, T-TESS				
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, Vocabulary Workshop)	1, 2, 3, 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, and software in classroom lessons and PBL projects.	1, 2, 9, 10	Principals, Librarian, Technology Committee, Teachers	Classroom walkthroughs, T-TESS, project evaluations, PBL presentations				
Funding Sources: Title I (211) - \$1500.00							
							

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, 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 Custodian	Completed Monthly Inspection Report, Timely submission of campus work orders, GEF monthly report card completed by Principal				
2) Campus state and local safety trainings including: 10 GISD Required Safety Trainings, Student Drills (Fire, Tornado, Nuclear, Lockdown, Bus Evacuation), Science Lab Safety	1, 2, 4, 10	Principal/AP, Teachers, Transportation Department	State and local completion reports				

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 Rtl, GT, or tutoring. This extra academic time will be provided daily during 40 minutes of Enrichment.

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	Principal, AP, Instructional Interventionist, Teachers	Enrichment schedule for Friday clubs Feedback from students regarding activities during Enrichment, academic growth due to focused instruction during Enrichment.				
				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, teacher feedback regarding professional development needs				
				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: 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) Instructional Specialist position will be used to maximize evaluation of student and teacher needs based upon current data.	2, 4, 8, 9	Principal, AP	Walkthroughs, Tier 3 RTI tutoring during MVP, common assessments, meeting agendas from Instructional Admin Team, data from IS showing student growth.				
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.				

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 campus procedures for all staff members on referral process for families in need.	1, 2, 4, 6, 7, 9, 10	Principal, AP, Counselor, Nurse, Teachers and staff.	Resource list, agendas, sign in sheets, parent contact log.				
 = 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: Teachers will be asked to utilize the Speakers Bureau volunteers.

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

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, current events topics				

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 6117 BL 108 0 24 000	6117 Career Ladder - Locally Defined	\$223,971.00
199 e 11 6118 00 108 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$4,000.00
199 e 11 6141 BL 108 0 24 000	6141 Social Security/Medicare	\$3,248.00
199 e 11 6142 BL 108 0 24 000	6142 Group Health and Life Insurance	\$12,481.00
199 e 11 6143 BL 108 0 24 000	6143 Workers' Compensation	\$2,173.00
199 e 11 6144 BL 108 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$13,620.00
199 e 11 6145 BL 108 0 24 000	6145 Unemployment Compensation	\$194.00
199 e 11 6146 BL 108 0 24 000	6146 Teacher Retirement/TRS Care	\$7,593.00
	6100 Subtotal:	\$267,280.00
6300 Supplies and Services		
199 e 11 6395 00 108 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$6,266.00
	6300 Subtotal:	\$6,266.00

Title I Personnel

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