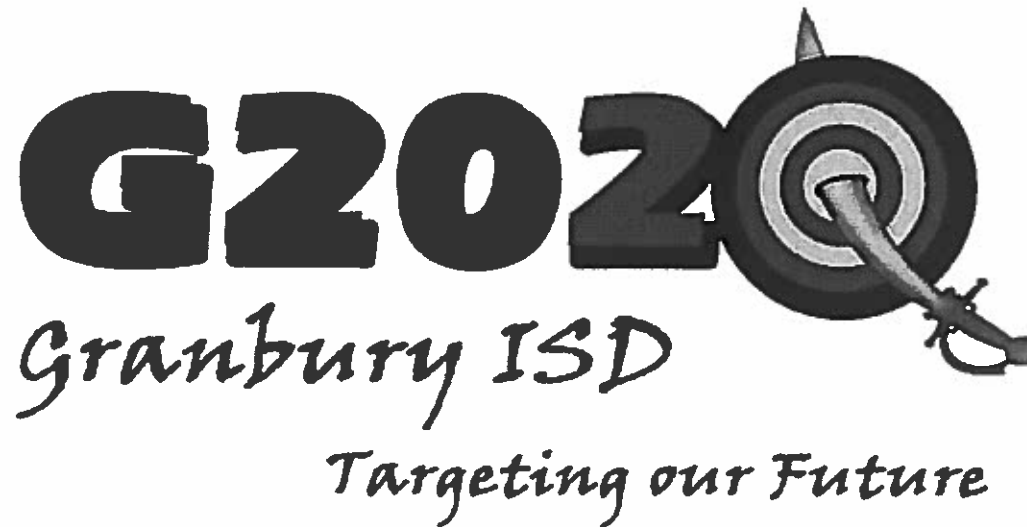


**Granbury Independent School District
Brawner Intermediate School
2017-2018 Campus Improvement Plan**



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 420 students during the 2016-17 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 19, 2017) it is anticipated the number will remain close to 420 as the number of incoming 3rd graders from Emma Roberson Elementary remains steady. The breakdown per grade level for 2017-18 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).

Brawner Intermediate houses the bilingual program for grades 3, 4, 5 in GISD. During the 2016-17 school year there were 86 bilingual students and 22 ESL students. Our percentage of ELL/LEP students was 25.24%.

In May of 2017, 240 students received free meals (approximately 57%). 27 Brawner students received reduced-priced meals (approximately 6.5%). Our total free and reduced number of students was 267, or 63.9%.

Our percentage of students who were economically disadvantaged was 252, or 59.43%.

The enrollment by ethnic background was: 249- White, 155-Hispanic,

3-American Indian, 4-African American, and 7-Asian.

49 students withdrew during the 2016-17 school year. 53 students enrolled during the 2016-17 school year.

Attendance

The campus goal is to have an average yearly attendance above 97%. Brawner ended the year with an average attendance of 96.56%. 3rd grade's yearly attendance was 96.34%; 4th grade's yearly attendance was 96.82%; 5th grade's yearly attendance was 96.53%. As a campus, our lowest attendance rates were during the fourth 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 in 2017:

- 3rd grade math scores remained the same in Hispanic population (77%)
- Increased 3rd grade reading scores in Hispanic population (10 point gain); scores for LEP remained the same (56%)
- Increased 4th grade writing scores in special education students (4 point gain)
- Increased 4th grade math scores in white (2 point gain) and special education (20 point gain!)
- Increased 4th grade reading scores in white (1 point gain) and special education (4 point gain)
- Increased 5th grade math scores in white (3 point gain), ECD (2 point gain), and "All Students" scores remained the same as June 2016 at 82%.
- Increased 5th grade reading scores in "All Students" (1 point gain), Hispanic (7 point gain), ECD (10 point gain), special education (scores remained the same as June 2016 at 40%), LEP/ELL (26 point gain!)
- Increased 5th grade science scores in white (7 point gain) and ECD (3 point gain). "All Students" score remained the same as June 2016 at 71%.

Student Achievement

Student Achievement Summary

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan. The spring 2017 STAAR campus scores are as follows:

3rd Reading: 64% (all students)

3rd Math: 69% (all students)

4th Reading: 60% (all students)

4th Math: 59% (all students)

4th Writing: 46% (all students)

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

5th Math: 83% (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 will be reviewed and target areas will be set by the campus when that information is released.

Student Achievement Strengths

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School Culture and Climate

School Culture and Climate Summary

Parent/Teacher/Student survey was distributed during the week of May 22, 2017. Parents and students were given a 10-15 question survey regarding the culture of our school.

Some teachers created their own survey for students.

Teachers had an opportunity to provide two areas of strength and two areas of need for Brawner Administrators.

Feedback was also gained during the Title 1 Parent Night on August 30, 2016, and again at the end of the year CAC meeting on May 30, 2017.

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 through Remind and social media
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. I really like the alternative seating that is offered in most classrooms
 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 administrators care about kids
 7. Loved the yearly layout of events given at the beginning of the year
 8. Security
 9. Uses Class Dojo 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

Students are given the opportunity to participate in enrichment clubs every Friday. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for 45 minutes 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, Yearbook, and Kindness Club.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers are expected to be highly qualified in their content area. The Human Resources Department determines 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 2017. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS) and usage of the GISD Curriculum documents (Scope and Sequence). Additional campus training on the STAAR will be implemented throughout the school year. Training is also provided for any new textbook adoptions or change in TEKS. 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 Kids Deserve It! by Todd Nesloney and Adam Welcome. Analysis of the book will begin during August 2017.

Brawner Intermediate also participates in the Effective Schools Project through Tarleton State University. We will continue to use Vocabulary Workshop vocabulary program for 2017-18. This vocabulary workbook is used daily during Pirate Time.

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 masters achievement (highest level of STAAR), GT teachers in each grade level will collaborate to make a more streamlined GT program at Brawner. The Librarian will attend TCEA to expand technology knowledge. The Counselor will attend TCA to implement more character development programs at Brawner. The Principal, Assistant Principal, and Instructional Specialist attend TEPSA in June to gain new ideas and effectively communicate our vision for Brawner.

All teachers in each grade level have a 55 minute planning period. The planning period is structured so that grade level partner teachers meet during the school day to improve collaboration. Grade level team teachers meet by subject to collaborate in planning.

Common planning time across grade levels is scheduled on days 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 two times per year as the new teacher evaluation system 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. In 2016-17, Brawner had four teachers who qualified for GTEI. This is a decrease from the 2015-16 year when we had eight teachers qualify for GTEI. The decrease was mainly caused by teacher absences due to personal or family illness.

Staff Quality, Recruitment, and Retention Strengths

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

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

Teachers are highly qualified in their area of content.

Teachers seek out professional development opportunities.

Students will receive additional instruction by certified Title I tutors. The tutors will tutor third, fourth and fifth grade students using a variety of materials including iStation, Brain Pop, Moby Max, Prodigy, Achieve 3000, etc. 3rd, 4th, and 5th grade. Tier 3 students will receive additional interventions from the classroom teacher. 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.

Gifted and Talented students will receive 40 minutes of instruction Monday-Thursday each week by a certified GT teacher. All GT students will help create the Brawner yearbook. GT students will be challenged academically by using brain puzzles, playing Chess, using higher level thinking skills, studying current events, questioning, and practicing public speaking skills. Students will research a topic of their and present information to an audience. GT students will also be encouraged to participate in the campus spelling bee and National History Bee.

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 are expected to stay on track with the district scope and sequence. 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. PLCs will be implemented in the 2017-18 school year and will help streamline teaching strategies and academic interventions.

Previous STAAR tests, Benchmarks, universal screeners (iStation, Prodigy, etc.) fluency probes, and Common Assessments are used to evaluate instructional effectiveness and student progress. These assessments are tracked by classroom teachers for all students and low performing students are referred for interventions. The TEKS are the approved curriculum for each subject. Textbooks and workbooks 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 checkout (from the campus librarian) are 31 mini-iPads. Each room is equipped with ten Chromebooks.

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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 regularly. Our largest number of mentors come from First Christian Church in Granbury. The mentoring program did not have a sufficient amount of volunteers during the 2016-17 school year. Our aim is to restart the mentoring program for the 2017-18 school year.

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 during Career Day

Volunteer to be a classroom reader during Read Across America Day

Field trip chaperone (after a background check is completed)

Certified teacher tutors increase student performance

Volunteer to help during Book Fair Week (twice per year)

Attend evening student performances

Attend six weeks awards assemblies during the school day

Attend grade level parent information meetings

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

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 clubs every Friday. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for 45 minutes 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, Yearbook, and Kindness Club.

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, 75, and 100 miles each year. Grade level totals are charted weekly during morning meeting. Teachers may also participate in Miler's Club.

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 7:10 with the PE teacher.

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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. All teachers have 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 is the process 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 (a combination of T-TESS and PDAS) will be implemented in the fall of 2017. All staff will be trained on the new evaluation system in the fall of 2017.

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 checkout (from the campus librarian) are 31 mini-iPads. Each room is equipped with ten Chromebooks.

Technology Strengths

Students regularly use Chromebooks that are assigned to each classroom.

The Library has 31 iPads which are available for check out.

Teachers incorporate technology into their lessons on a daily basis.

Students are self-sufficient and responsible when using the Chromebooks.

Students are required to sign an Acceptable Usage Policy (AUP) prior to using any type of electronics at school.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

- Other additional data

Goals

Goal 1: We will 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: Improve student performance according to state standards, focusing on all students increasing STAAR scores. Campus PLCs will be implemented during the 2017-18 year.

Evaluation Data Source(s) 1: Brawner students will meet or exceed the state passing percentage rate. Staff will focus on using the approved curriculum documents and implementing the resources with fidelity. Progress will be checked every three weeks through common formative assessments developed during PLC meetings.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based PLC process to identify areas of needed growth based upon common formative assessments	1, 2, 3, 4	Principal, Teachers, Specialist, Assistant Principal	PLC process meeting notes, action plan, calendar schedule, CFAs.				
Funding Sources: Local (199) - \$0.00							
System Safeguard Strategy 2) Provide supplemental interventions to support student success.	1, 2, 3, 4, 8, 9	Principal, Teachers, Specialists, certified teacher tutors, Assistant Principal	Intervention documentation (RTI, 504, SPED, Istation, Moby Max, Dyslexia), common assessment and benchmark scores, CFAs, STAAR data				
Funding Sources: State Comp Ed (24) - \$0.00, ESL/Bilingual (25) - \$0.00, Title I (211) - \$0.00							
System Safeguard Strategy 3) Utilize strategies and materials to increase Hispanic and ELL/LEP Writing, Reading and language acquisition.	1, 2, 3, 9	Principal, ESL/Bilingual Teachers, Instructional Specialist, Assistant Principal	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading, STAAR data, teacher-created assessments				
Funding Sources: ESL/Bilingual (25) - \$0.00, State Comp Ed (24) - \$0.00, Title II (255) - \$0.00							

4) Provide enrichment opportunities for students who are identified as gifted and talented.	1, 2, 3	Principal, Certified GT Teachers, Counselor, Instructional Specialist, Assistant Principal	Lesson plans, scheduling once weekly GT instruction, field trips, daily Enrichment class, STAAR growth in "masters" level, GT teacher team planning with IS.				
	Funding Sources: Gifted (21) - \$0.00						
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, presentation of material learned at conference during staff meeting.				
	Funding Sources: Local (199) - \$0.00, Title I (211) - \$0.00						

Goal 1: 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: Focus on student STAAR progress in order to earn a "yes" in Index 2. Work to earn at least one campus distinction.

Evaluation Data Source(s) 2: Students who achieve "masters" level performance in each STAAR subject will improve by 10%.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Classroom teachers will use the GISD approved curriculum resources with fidelity.	1, 2, 4, 9	Principal, AP, Teachers, IS	Lesson plans, Classroom walk-throughs, STAAR Assessment Data reflecting an increase percentage "Meets" and "Masters" level, PLCs, CFAs				
Funding Sources: Local (199) - \$0.00							
2) Provide Friday enrichment for all students and GT students. Provide club opportunities for GT students (and all students) to expand their interests. Once weekly GT class will allow students to research an area of personal interest.	1, 2	Principals, Teachers, Instructional Specialists, Assistant Principal	Lesson plans, walkthroughs, alternate schedules, discussion of ideas for new clubs at BIS.				
Funding Sources: Local (199) - \$0.00							
3) Implement critical thinking activities during morning meeting (inferencing on Wednesday) and during Friday enrichment. Campus-wide focus will be on raising STAAR scores.	1, 2, 3, 4, 9	Principals, Teachers, Instructional Specialist, Assistant Principal	Student work, STAAR data showing increased growth from year to year, requiring students to keep a data folder.				
Funding Sources: Local (199) - \$0.00, State Comp Ed (24) - \$0.00							

Goal 1: 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: Provide educational opportunities for students who are at-risk of not attaining a high school diploma.

Evaluation Data Source(s) 3: Teachers will provide real-world learning opportunities through the use of guest speakers and field trips. Each grade level will participate in a service project.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for LEP students.	1, 2, 3, 9	Principal, AP, Intervention Specialists, ESL Teachers, Bilingual teachers, Assistant Principal	Tutors, Lesson Plans, Tutor Schedules, Intervention Documentation				
				Funding Sources: ESL/Bilingual (25) - \$0.00			
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards and incentives.				
				Funding Sources: Local (199) - \$0.00			
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) - \$0.00			
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) - \$0.00			

Goal 1: 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: Continue to support Project Based Learning in all grade levels.

Evaluation Data Source(s) 4: Campus-wide Project Based Learning activity during Freedom Week which separates students into those who have rights and those who do not. Each grade level will complete at least one PBL (Personal/Financial literacy, Texas History, Catapults)

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute for any teacher who is not PBL trained.	1, 4, 5	GISD Curriculum Staff, Brawner teachers	Eduphoria Teacher Training Certificates/Sign In Sheets				
	Funding Sources: Local (199) - \$0.00						
2) Trained PBL staff members will implement one project per semester. These projects may be cross-curricular in design.	1, 2, 3, 9	Principal, PBL trained teachers, Instructional Specialist, Assistant Principal	Documentation of presentations, Project Overviews, PBL Timeline				
	Funding Sources: Local (199) - \$0.00						

Goal 1: 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 and fitness activities.

Evaluation Data Source(s) 5: Brawner students will exhibit proficiency on Chromebook skills during daily instruction in all subjects. Students will use Chromebooks for research, voting, feedback, and Miler's Club.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Prepare students for daily use of technology through Chromebooks, iPads, and research about physical fitness and sports.	1, 2, 10	Principal, Nurse, Teachers, IS, Assistant Principal	Lesson Plans, participation in Fitness Gram.				
				Funding Sources: Local (199) - \$0.00			
2) Implement and support campus wide fitness initiatives, such as Miler's Club, Scarecrow Scamper, Football Friday	1, 2, 6	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, Hoops 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) - \$0.00			
3) Brawner Community Health Fair	1, 2, 6, 10	Principal, AP, P.E. Teacher, Counselor, Nurse, Teachers	Agenda, sign in sheets, Health Fair layout, resource sponsor sign in, use of GISD mobile bus.				
				Funding Sources: Local (199) - \$0.00			







Goal 2: 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, and one campus evacuation.

Evaluation Data Source(s) 1: All Brawner staff and students will participate in campus safety drills. Staff members will be required to view and pass safety video tests. Staff will report any concerns after safety drills.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: 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.

Evaluation Data Source(s) 2: Quarterly safety inspections will be guided by Assistant Principal and Lead Custodian.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Daily reminders of safety and security. Encourage students and staff to say something if they see something potentially harmful or dangerous.	1, 2, 10	Principal, Assistant Principal, Lead Custodian, Teachers	Daily safety checks				

Goal 2: 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 3: Brawner will implement Restorative Discipline practices in order to develop better relationships with students.

Evaluation Data Source(s) 3: Discipline referrals will drop by at least 50% from 350 referrals in 2016-17 year to 150 referrals or less in 2017-18 year.

Summative Evaluation 3:

Goal 3: 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.

Evaluation Data Source(s) 1: Document parent attendance at Family Nights and luncheons. Provide information about the event earlier so families can plan to attend. Combine with GMS to create a family event. Implement a campus picnic during the spring.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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, Kindness pledge said daily, links created by students for acts of kindness during each grading period				
Funding Sources: Local (199) - \$0.00							
2) Brawner Family Nights: -Reading Night -Math and Science Night -Spanish Night during Hispanic Heritage Month -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) - \$0.00, Title I (211) - \$0.00, ESL/Bilingual (25) - \$0.00							
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) - \$0.00							

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) - \$0.00						
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 Kindness rules.	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 for Student of the Month. Staff member of the month chosen by Sunshine Committee. This person receives a \$20 gift certificate from PTO.				
	Funding Sources: Local (199) - \$0.00						

Goal 3: 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.

Evaluation Data Source(s) 2: Families, staff, and students will assist in stocking The Little Pantry created by Emmanuel Lutheran Church. 3rd grade will use money generated from bracelet sales to benefit Friends of Animals. 4th grade will collect money to be donated to American Cancer Society. 5th grade will assist with the Community Food bank at First United Methodist Church and collect bears for National Adoption Day.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Enlist parent and community volunteers through PTO, parents, and Ready, Set, Teach! students	6, 9, 10	Principal, PTO Teacher Representative from each grade level, PTO, Counselor, Nurse, Assistant Principal, Ready Set Teach instructor at GHS	Volunteer hour logs, Raptor, agendas, Spreadsheet of volunteers with times/days and activity specifications, mentoring logs				
Funding Sources: Local (199) - \$0.00							
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) - \$0.00							

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) - \$0.00							

Goal 4: 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.

Evaluation Data Source(s) 1: Campus administrators and staff will work closely together to create scheduling options for students who need RtI minutes, Dyslexia support, GT education, or tutoring. This extra academic time will be provided daily during 40 minutes of Enrichment.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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) - \$0.00, Gifted (21) - \$0.00, Title I (211) - \$0.00, State Comp Ed (24) - \$0.00			
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) - \$0.00			

Goal 4: 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. Art will be one of the club options.

Evaluation Data Source(s) 2: Students will provide feedback at the end of the year regarding which clubs were most engaging and productive.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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) - \$0.00							
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 5: 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.

Evaluation Data Source(s) 1: All Brawner classroom teachers and administrators will complete technology training during the summer to increase their personal technology skills. "Technology Tuesday" will be provided during the year to keep teachers up to date on new developments.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 Granbury Appraisal system documentation				
Funding Sources: Local (199) - \$0.00							
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 GAP documentation				
Funding Sources: Local (199) - \$0.00							
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) - \$0.00, Title I (211) - \$0.00						

Goal 5: 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.

Evaluation Data Source(s) 2: Counselor and Librarian will provide internet safety trainings at the beginning of the school year. Students will be regularly reminded of responsible use of technology.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 5: 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.

Evaluation Data Source(s) 3: 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.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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, GAP				
				Funding Sources: Local (199) - \$0.00			
2) Teachers will use a variety of applications to improve student performance. (Examples: Brain Pop, iStation, Reading Eggs, Prodigy, Moby Max, Motivation Math, Go Math, Vocabulary Workshop)		Principal, Librarian, Technology Committee, Teachers	Usage Reports, Teacher/Specialists Intervention Documentation Reports, State Assessment Data-TELPAS/STAAR				
				Funding Sources: Local (199) - \$0.00			
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, GAP, project evaluations, PBL presentations				
				Funding Sources: Title I (211) - \$0.00			

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.

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.				

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 adult volunteers to speak to students about careers.

Evaluation Data Source(s) 2: Brawner will utilize the Speakers Bureau or a guest speaker at least once during each semester. Each grade level will be expected to have one speaker per semester. Counselor will host Career Day in February.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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	Principal, AP, Counselor, Teachers	Lesson Plans, Speaker Schedules, current events topics				
Funding Sources: Local (199) - \$0.00							

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

Performance Objective 3: Provide effective professional development activities for Brawner staff: ELPS, Questioning, Making Connections to the real world.

Evaluation Data Source(s) 3: Use ideas generated by teachers and the Curriculum department to provide professional development instruction at the beginning of each six weeks.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.				

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

Performance Objective 4: Teachers will be given a weekly opportunity to comment on questions from "Kids Deserve It!", which is our book study for 2017-18.

Evaluation Data Source(s) 4: Teachers will be allowed to voluntarily tweet their responses or reply to the shared Google document or an email.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Use Twitter to respond to weekly questions from Kids Deserve It.	2, 3, 5	Principal, Assistant Principal	More use of social media by all teachers.				
Funding Sources: Local (199) - \$0.00							

FND	T	FC	OBJ	SO	ORG	FAP	LOC	2017-18	2017-18	2017-18	Encumbered	2017-18
								Original Budget	Revised Budget	FYTD Activity	Amount	Available Funds
199	E	11	6112	00	108	0	24	000				
199	E	11	6112	BL	108	0	24	000				
199	E	11	6116	00	108	0	24	820				
199	E	11	6117	00	108	0	24	000				
199	E	11	6117	00	108	0	34	000				
199	E	11	6117	BL	108	0	24	000				
199	E	11	6117	IS	108	0	24	000				
199	E	11	6118	00	108	0	24	000	12,174.00	12,174.00		12,174.00
199	E	11	6119	00	108	0	24	000				
199	E	11	6125	00	108	0	24	000				
199	E	11	6125	00	108	0	34	000				
199	E	11	6141	00	108	0	24	000				
199	E	11	6141	00	108	0	24	820				
199	E	11	6141	BL	108	0	24	000				
199	E	11	6142	00	108	0	24	000				
199	E	11	6142	BL	108	0	24	000				
199	E	11	6142	HI	108	0	24	000				
199	E	11	6143	00	108	0	24	000				
199	E	11	6143	BL	108	0	24	000				
199	E	11	6144	00	108	0	24	000				
199	E	11	6144	BL	108	0	24	000				
199	E	11	6144	IS	108	0	24	000				
199	E	11	6145	00	108	0	24	000				
199	E	11	6145	BL	108	0	24	000				
199	E	11	6146	00	108	0	24	000				
199	E	11	6146	BL	108	0	24	000				
199	E	11	6219	00	108	0	24	000				
199	E	11	6219	00	108	0	24	820				
199	E	11	6297	99	108	0	24	000				
199	E	11	6299	00	108	0	24	000				
199	E	11	6326	00	108	0	24	000				
199	E	11	6395	00	108	0	24	000				
199	E	11	6395	00	108	0	24	390				
199	E	11	6395	00	108	0	24	950				
199	E	11	6395	AM	108	0	24	000				
199	E	11	6395	DR	108	0	24	000				
199	E	11	6395	EW	108	0	24	000	1,800.00	1,800.00		1,800.00
199	E	11	6395	MM	108	0	24	000	8,125.00	8,125.00		8,125.00
199	E	11	6395	VG	108	0	24	000				
199	E	11	6396	00	108	0	24	000				
199	E	11	6397	00	108	0	24	000	3,000.00	3,000.00		3,000.00
199	E	11	6397	PM	108	0	24	000	2,500.00	2,500.00		2,500.00
199	E	11	6411	00	108	0	24	000				
199	E	11	6411	00	108	0	24	820				
199	E	11	6631	00	108	0	24	000				
199	E	11	6639	00	108	0	24	00B				
199	E	11	6645	00	108	0	24	000				
199	E	11	6645	99	108	0	24	00F				
199	E	13	6219	00	108	0	24	000				
199	E	13	6239	00	108	0	24	000				
199	E	13	6395	00	108	0	24	000				
199	E	13	6411	00	108	0	24	000				
199	E	31	6339	00	108	0	24	000				
Grand Expense Totals								27,599.00	27,599.00			27,599.00

							2017-18	2017-18	2017-18	Encumbered	2017-18		
<u>FND</u>	<u>T</u>	<u>FC</u>	<u>OBJ</u>	<u>SO</u>	<u>ORG</u>	<u>F</u>	<u>PT</u>	<u>LOC</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>Amount</u>	<u>Available Funds</u>
Number of Accounts: 53													

***** End of report *****

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mellanie Ferguson	Instructional Specialist		