

Granbury Independent School District
Brawner Intermediate School
2018-2019 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brawner Intermediate averaged approximately 410 students during the 2017-18 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 6, 2018) it is anticipated the number will be closer to 401. The breakdown per grade level for 2018-19 is: 7 sections of 3rd grade (2 are bilingual), 7 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (2 are bilingual). 5th grade is projected to have the largest student population at BIS.

Brawner Intermediate houses the bilingual program for grades 3, 4, 5 in GISD. During the 2017-18 school year there were 92 bilingual students and 13 ESL students. Our percentage of ELL/LEP students was 25.37%.

In May of 2018, 259 students received free meals (approximately 63%). 26 Brawner students received reduced-priced meals (approximately 6.4%). Our total free and reduced number of students was 285, or 69.7%.

Our percentage of students who were economically disadvantaged was 266, or 64.88%.

The enrollment by ethnic background was: 240- White, 149-Hispanic,

3-American Indian, 5-African American, and 5-Asian.

44 students withdrew during the 2017-18 school year. 56 students enrolled during the 2017-18 school year.

Demographics Strengths

Attendance

The campus goal is to have an average yearly attendance above 97%. Brawner ended the year with an average attendance of 96.16%. 3rd grade's yearly attendance was 96.10%; 4th grade's yearly attendance was 95.93%; 5th grade's yearly attendance was 96.46%. 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, sitting in the bleachers, and Dojo points.

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 2018 STAAR campus scores are as follows:

3rd Reading: 72% (all students)

3rd Math: 66% (all students)

4th Reading: 65% (all students)

4th Math: 70% (all students)

4th Writing: GISD participated in the STAAR Writing Pilot Program

5th Reading: 81% (including March and May administration)

5th Math: 88% (including March and May administration)

5th Science: 67%

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.

In general, the performance gap between at risk/white/Hispanic students continues to be a target area. Our bilingual population, overall Hispanic population and at risk 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 2018 and the continuation of Professional Learning Communities (PLCs) in the 2018-19 school year.

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 after every CFA and summative assessment. 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 continue to be used and students will be trained to track their individual data from a variety of sources. Students will enter their answers to CFAs and summatives in DMAC. Students will work with their teachers to set goals and monitor progress. Staff will be trained on use of student data folders in August of 2018.

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, Brainpop, Education Galaxy, Prodigy, etc. 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 four times per week by a certified GT teacher. GT students will be challenged academically by using higher level thinking skills, studying current events and topics of personal interest, questioning, and practicing public speaking skills. Students will research a topic of their choice and present information to an audience. GT students will also be encouraged to participate in the campus spelling bee, UIL, and National History Bee.

Student Achievement Strengths

Brawner Intermediate's subpopulation score averages revealed specific areas of success in 2017:

- 3rd grade math scores increased in the areas of At Risk (from 47% to 54%) and LEP/ELL (from 65% to 76%)
- Increased 3rd grade reading scores in "All Students (64% to 72%); all subpopulation areas increased in 3rd grade reading.
- Increased 4th grade math scores in "All Students" from 59% to 70%.
- All subpopulation areas increased in 4th grade math except for special education (38% to 17%).
- Increased 4th grade reading scores in "All Students" from 60% to 65%.
- The following areas increased in 4th grade reading: Hispanic, white, ECD, special education (stayed the same). Two areas in 4th grade reading decreased: At risk (44% to 38%) and LEP/ELL (53% to 45%).
- Increased 5th grade math scores in "All Students" from 82% to 88%. All subpopulation areas increased in 5th grade math.
- Increased 5th grade reading scores in "All Students" from 78% to 81%. The following areas increased: Hispanic, white, ECD, and special education (stayed the same). Two areas in 5th grade reading decreased: At risk (44% to 38%) and LEP/ELL (96% to 86%).

- 5th grade science “All Students” score decreased from 71% to 67%. Increased 5th grade science scores in Hispanic, ECD, special education, at risk, and LEP/ELL. White students decreased in 5th science from 85% to 70%.

After reviewing 2018 STAAR scores, specific areas of concern in “All Students” category are:

- 3rd grade math performance (3 point decrease)
- 5th grade science performance (4 point decrease)

School Culture and Climate

School Culture and Climate Summary

Brawner partners with parent volunteers and GHS students from the Ready, Set, Teach program to pair students with mentors. Students in 5th grade tour the CTE center at GHS in the spring. 3rd grade and 5th grade students participate in a PBL based on personal financial literacy. 4th grade students partner with younger students from ERES and read to the students at their campus.

3rd grade toured Tarleton State University on a field trip to the Planetarium. College students from TSU are on our campus regularly logging classroom observation hours and student teaching. Students from GHS participate in Ready, Set, Teach program. This valuable program trains high school students to become future teachers. Students are encouraged to wear a college shirt on college spirit day at the beginning of each six weeks. We remind our students that college is a possibility!

Brawner provides the following programs to strengthen the academic core areas, increase learning time, and meet the needs of under-served populations:

Implementation of PLCs

Tutors for each grade level

Full time Instructional Specialist

Partnership with mentors from the community and GHS students

Early start time (7:30 a.m.) to increase instructional minutes

Teacher tutoring before and after school

CTE field trips to GHS

Year at a Glance layout of BIS Counseling program

Personal Financial Literacy (Bank Loan) PBL in 3rd grade

Counselor Lunch Bunch groups

Counselor Social Skills groups

3rd grade TSU field trip

College Shirt Days (with the reminder that college is a possibility!)

GHS students who participate in the Ready, Set, Teach program (training future educators)

TSU student sign-in sheets for students who are earning observation hours

Brawner is a 3, 4, 5 campus. Transition Day was created in May of 2016 and our campus has successfully continued this special day each year. 2nd grade students from ERES "floated up" to 3rd grade and were able to tour our campus and meet 3rd grade staff and campus administrators. This was a very successful new program for our students and staff. Each grade level toured their future grade level and met teachers, discussed expectations, and participated in a scavenger hunt. The 5th graders went on a site visit to GMS and toured the building.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers are expected to be highly qualified in their content area and to continue learning about best practices.

Teachers attend 18 hours of professional training during the summer as well as campus staff development which is provided in August 2018. 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 STAAR will be implemented throughout the school year. Training is also provided by the Curriculum Department for any new textbook adoptions or changes 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, at risk, 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 *The Essential 55* by Ron Clark. Analysis of the book will begin in August 2018.

Brawner Intermediate also participates in the Effective Schools Project (ESP) through Tarleton State University. We will discontinue use of Vocabulary Workshop workbooks for the 2018-19 school year and instead focus upon academic word walls.

Two science teachers will attend the State Science conference (CAST) in order to raise science scores and increase teaching 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. The Principal and Instructional Specialist will attend PLC training in December 2018. The Assistant Principal will participate in a conference focusing on Restorative Practices.

All teachers in each grade level have a 50 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 on PLC meeting days.

Common planning time across grade levels (vertical alignment) is scheduled on days students are not in attendance. Teacher teams meet with the campus Instructional Specialist, Assistant Principal and Principal every two weeks to review grade level student data through the PLC process. Individual staff

conferences are held with the principal at least once per year as required by the Granbury Appraisal Program. 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. There were seven teachers who qualified for GTEI in 2017-18. In 2016-17, Brawner had four teachers who qualified for GTEI. The main reason teachers do not participate in GTEI is due to absences.

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 digital 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 teachers meet with the Instructional Specialist, Assistant Principal and Principal on campus. Campus PLC meetings are held every two weeks in order to create action plans (CFAs and summatives) and also address the areas of weakness. District Curriculum Coordinators continue to support teacher needs and attend PLC meetings. PLCs will continue in the 2018-19 school year and will help streamline teaching strategies and academic interventions.

Previous STAAR tests, Benchmarks, universal screeners (iStation, Prodigy, Education Galaxy, etc.) fluency probes, CFAs, summatives, and Common Assessments/Benchmarks 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. Teachers chart student testing data in the Instructional Specialist's room. The TEKS are the approved curriculum for each subject. Textbooks and workbooks are adopted and used to help teach the TEKS.

Common assessments, benchmarks, summative tests, common formative assessments and yearly Universal Screener results will be used on a regular basis to ensure the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students. The reading and math STAAR test will be given in grades 3, 4, and 5. The Writing Pilot Program will be given at grade 4 and Science will be given in grade 5.

A parent survey will be conducted in the fall of 2018 during the Title 1 parent meeting to assess target areas. An additional parent survey will be distributed in May 2019 to gather parent feedback. Classroom teachers will design a survey for students to complete in May 2019 in order to gather student feedback. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan. The Principal and Assistant Principal will provide a survey for staff members to complete regarding strengths/areas of needed improvement for the campus administration team.

Parent and Community Engagement

Parent and Community Engagement Summary

Teachers send behavior folders, progress reports, Dojo messages, and report cards to keep parents informed. Parents can also look at their child's grades online using the Skyward Family Access program. A mentoring program will continue to be used to pair GHS students with BIS at-risk students. Our largest number of mentors come from the Ready, Set, Teach program at GHS.

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 Mega Reading/Math/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. PTO meets on the third Tuesday each month. CAC meets in August and May.

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 during Pirate Time. 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. The campus is strongly considering going to a “Genius Hour” on Friday mornings instead of enrichment clubs. Parents will be invited to participate in Genius Hour.

Additional opportunities for Family and Community involvement 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 schoolwide 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 sponsors are responsible for the design & layout of the campus yearbook. STUCO officers and sponsors will attend a training in October 2018 on ways to better assist our campus.

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 and PTO 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.

Brawner coordinates with federal, state, and local services by providing the following experiences for students: Career Fair, Health Fair, Project Graduation 5K, Kindness Kickoff, Rachel's Challenge links, Nurse information for families, safety training provided by Assistant Principal, Fit Club for 4th/5th graders, charity donations to Christmas for Children, Friends of Animals, American Heart Association, sock drive for Ruth's Place, weekend food bags provided by First Christian Church, assisting First United Methodist Church with the Community Food Bank, Agriculture Fair Day, Go Blue Day to support local law enforcement, Veterans Day program and Flag Parade, lockdown/tornado/fire drills, Miler's Club for student/teacher fitness, Freedom Week (campus-wide PBL), Red Ribbon Week, visits from other school districts to view our RtI programs and teacher-lead centers. We also partner with our feeder campus, Emma Roberson Elementary for reading programs and parent nights. ERES students are welcomed on our campus for Transition Day, 3rd grade Marketplace, Health Fair, and Parent Nights.

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. Glenn, 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.

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 academic progress. Data folders (created by students) will be used to identify students who are at risk. Timely interventions will be implemented once students are identified. Students can participate in the RtI program for academic or behavioral needs.

The Principal, Assistant Principal, and Instructional Specialist conduct classroom visits. The information is collected and shared with each teacher. The results of this information provides direction for additional professional development. The Granbury Appraisal Program (GAP) will continue to be used in the 2018-19 school year.

The local school budget is determined by the number of students enrolled (approximately 401 projected for August 2018). Once the allocation is received, the campus budget is developed by the Campus Advisory Committee. The proposed budget amount for our campus during the 2018-19 school year is \$39,102.00

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader on the Campus Leadership Team (CLT) helps

develop the plan. All teachers have an opportunity to contribute by participating in the Campus Advisory Committee (CAC) meetings. The Campus Needs Assessment document drives the Campus Improvement Plan.

The campus rating for 2017-18 is “Met Standard.” The rating was formalized in August of 2017 and discussion regarding the rating was distributed during campus professional development, faculty meetings, PLCs, and CAC meetings. Index 2 (Student Progress) was an area of concern as we received a “no” in that index. The campus did not receive any distinctions in the areas of Reading, Math, Science, student progress, closing academic gaps, and post secondary (0 distinctions received out of six possible areas). Academic efforts will be focused upon increasing individual student progress on STAAR and earning at least one campus distinction. With the increase in STAAR scores from 2017 to 2018, it is expected the campus will receive a “yes” in Index 2 and will receive at least one distinction.

Browner students are provided with additional learning opportunities such as: Science field trips to Outdoor Learning Center, Ft. Worth Zoo presentation, Dictionaries provided by the Granbury Kiwanis Club, field trips to Tarleton State University, 4th grade field trip to Austin, Science Fair, Spelling Bee, National History Bee, Book Fair (twice per year), Makerspace in the Library, tutoring logs and Ready, Set, Teach services from 2018-19 school year.

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.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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 EL 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)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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
- 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

Revised/Approved: August 31, 2018


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 and showing growth. Year two of campus PLCs will continue in the 2018-19 school 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 resources with fidelity. Teachers will be expected to integrate balanced literacy strategies. Debbie Jarzombek will provide two guided reading training sessions to all ELA teachers in the 2018-19 school year. Teachers are expected to use guided reading in their classrooms. Student progress will be checked every two weeks through common formative assessments developed during PLC meetings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	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		Principal, Teachers, Specialist, Assistant Principal	PLC process meeting notes, action plan, calendar schedule, CFAs, summative tests. Expected impact: student academic growth.				
Comprehensive Support Strategy 2) Provide supplemental interventions to support student success.		Principal, Teachers, Specialists, certified teacher tutors, Assistant Principal	Intervention documentation (RTI, 504, SPED, Istation, Education Galaxy, Dyslexia/MTA), common assessment and benchmark scores, CFAs, STAAR data				
Comprehensive Support Strategy 3) Utilize strategies and materials to increase Hispanic and EL/LEP Writing, Reading and language acquisition.		Principal, ESL/Bilingual Teachers, Instructional Specialist, Assistant Principal, Debbie Jarzombek	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading, STAAR data, teacher-created assessments. Debbie Jarzombek will work with teachers on guided reading strategies. Students will utilize academic vocabulary, word walls, anchor charts, and writing across the curriculum.				


4) Provide enrichment opportunities for students who are identified as gifted and talented.		Principal, Certified GT Teachers, Counselor, Instructional Specialist, Assistant Principal	Lesson plans, scheduling 4x weekly GT instruction (40 minutes per day), field trips, daily Enrichment class, STAAR growth in "masters" level, GT teacher team planning with IS every six weeks.				
5) Provide additional opportunity for staff development in science (Attend CAST conference for the Advancement of Science & Technology workshop and Teacher Conservation Institute -TCI)		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 newly learned strategies, implementation of new Library and Technology techniques, Makerspace, written documentation of workshops the employee attended while at the conference, presentation of material learned at conference during staff meeting.				
							

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 and growth in order 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	ELEMENTS	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.		Principal, AP, Teachers, IS	Lesson plans, Classroom walk-throughs, STAAR Assessment Data reflecting an increased percentage of "Meets" and "Masters" level, PLCs, CFAs, CAs, Benchmarks. Guided reading is expected to be used in ELAR classes.				
2) Provide Genius Hour for all students and GT students. Provide Passion Project studies for GT students (and all students) to expand their interests. Four times weekly GT class (40 minutes per day) will allow students to research an area of personal interest.		Principals, Teachers, Instructional Specialists, Assistant Principal	Lesson plans, walkthroughs, alternate schedules, field trips, implementation of Genius Hour, Passion Project, Invention Convention, career study, personal financial literacy, improved communication skills.				
3) Implement critical thinking activities during morning meeting (inferencing) and during Genius Hour on Friday. Campus-wide focus will be on raising STAAR scores.		Principals, Teachers, Instructional Specialist, Assistant Principal, Librarian, Counselor	Student work, STAAR data showing increased growth from year to year, requiring students to keep a data folder, discussion of each teacher's CFA/Summative scores with the whole grade level.				
							

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, hands-on learning, and field trips. Each grade level will participate in a service project during our Brawner Day of Service in March 2019. Campus will implement academic UIL teams in the 2018-19 school year. Teachers will focus on language acquisition strategies (ELPS) by using student-created word walls, academic vocabulary, anchor charts, and writing across the curriculum.

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for LEP students.		Principal, AP, Intervention Specialist, ESL Teachers, Bilingual teachers, Assistant Principal	Tutors, Lesson Plans, Tutor Schedules, Intervention Documentation, student-created word walls, academic vocabulary, anchor charts, and writing across the curriculum.				
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.		Principal, AP, Teachers, Office Staff, School Resource Officer	Improved attendance of those targeted. Increased number of perfect attendance awards and incentives. Continue to have highest campus attendance percentage in GISD.				
3) Provide opportunity for fifth grade students to visit GHS CTE departments		CTE Director, Principal, 5th grade teachers, Assistant Principal	Surveys, lesson plans, student schedules from CTE day, products students created while at CTE center, reflective writing on CTE field trip experience.				
4) Host campus Career Day for all grade levels.		Counselor, Principals, Teachers	Speaker sign in sheets, Career Day schedules/rotations, job description of each speaker, include community members to provide real-world work experiences for our students.				
							

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, Science)

Summative Evaluation 4:

Strategy Description	ELEMENTS	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.		GISD Curriculum Staff, Brawner teachers, Instructional Specialist	Eduphoria Teacher Training Certificates/Sign In Sheets. IS will oversee PBL projects at Brawner and assist in the vetting process.				
2) Trained PBL staff members will implement one project per semester. These projects may be cross-curricular in design.		Principal, PBL trained teachers, Instructional Specialist, Assistant Principal	Documentation of presentations, Project Overviews, PBL Timeline, project vetting/sharing, reflection of PBL project.				
							

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 activities. Teachers will benefit from Technology Tuesday 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, assignments, and entry of test results on DMAC. Students are expected to respect the equipment and use it responsibly.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Prepare students for daily use of technology through Chromebooks, iPads, and research about physical fitness and sports.	2.5	Principal, Nurse, Teachers, IS, Assistant Principal	Lesson Plans, participation in Fitness Gram.				
Critical Success Factors CSF 6 2) Implement and support campus wide fitness initiatives, such as Miler's Club, Scarecrow Scamper, Football Friday	2.5	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, First Annual PE night school wide performance, Parent participation logs/sign in sheets. (Campus Wide Kick-Off with GHS Cross Country Team, Football team, Parents, community members)				
Critical Success Factors CSF 6 3) Brawner Community Health Fair	2.5	Principal, AP, P.E. Teacher, Counselor, Nurse, Teachers	Agenda, sign in sheets, Health Fair layout, resource sponsor sign in, use of GISD mobile bus.				

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 6: Students will participate in fitness activities which correlate with the grade level scope and sequence.

Evaluation Data Source(s) 6: PE teacher will implement vocabulary, word walls, anchor charts, and multiplication.


Summative Evaluation 6:

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, one nuclear 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 safety videos. Staff will report any concerns after safety drills. AP will report on the job injuries.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Monthly campus facility inspection (using GISD safety checklist)		Principal/AP, Lead Custodian	Completed Monthly Inspection Report, Timely submission of campus work orders, ABM monthly report card completed by Principal (we just started our partnership with ABM. I do not know if the company will require a monthly report card).				
2) Campus state and local safety trainings including: 10 GISD Required Safety Trainings, Student Drills (Fire, Tornado, Nuclear, Lockdown, Bus Evacuation), Science Lab Safety		Principal/AP, Teachers, Transportation Department	State and local completion reports				
							

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. Staff members are expected to report and personal injuries that occur on the job to the Assistant Principal.

Evaluation Data Source(s) 2: Quarterly safety inspections will be guided by Assistant Principal and Lead Custodian. Assistant Principal will help employee complete personal injury paperwork.

Summative Evaluation 2:

Strategy Description	ELEMENTS	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.		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 continue to implement Restorative Discipline practices and weekly Kindness Circles in order to develop better relationships with students.

Evaluation Data Source(s) 3: Discipline referrals will drop by 10%. There were 150 referrals entered in Skyward 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 (using paper copies and social media) so families can plan to attend. Combine with GMS again for the Family Picnic Night in October. Implement a campus picnic during the spring.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) School Wide Implementation of Rachel's Challenge		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				
2) Brawner Family Nights: -Reading/Math/Science MEGA Family Night -Bilingual Family Night during Hispanic Heritage Month -Musical -First Annual PE Night		Teachers, Specialists, Counselor, Grade Level Leaders, Bilingual Teachers, PE Teacher	Parent Communication Flyers/Sign In Sheets/School Calendar/Facebook updates/Twitter updates/Remind updates				
3) Parent/Teacher Conferences		Teachers/Assistant Principal/Principal/Grade Level Lead Teachers	Conference/Parent Contact Logs/Brawner Folder				


4) Title 1 Parent Night in August (Title 1 Campus Overview and Parent Notification)		Principal, AP, Teachers	Parent Communication Flyers, Sign In Sheets, Meeting Minutes/Facebook updates/Twitter updates/Remind updates/Written feedback from parents received during Title 1 meeting				
5) Increase daily communication with all visitors, parents, and students.		Principal/Assistant Principal, Office Staff, Nurse, Counselor	Parent/student Feedback from survey				
6) Provide training for staff on bullying awareness, suicide prevention and procedures, and child abuse awareness and prevention.		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.		Principal, Assistant Principal, Teachers, Counselor	Student participation, daily schedule of differing morning activities prior to morning meeting, honoring academic and behavioral accomplishments in morning meeting.				
8) Highlight "Brawner Student of the Month" in classroom and during morning meeting. Highlight "Staff Member of the Month."		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. Students selected for Student of the Month will receive a party at the beginning of each month.				
							

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 a local charity or campus need. 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. All students will participate in Brawner Day of Service in March.

Summative Evaluation 2:

Strategy Description	ELEMENTS	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		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 to be kept in Title 1 folder at end of academic year.				
2) Partner with community organizations and businesses for student recognition such as awards, coupons, certificates.		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 Spirit Nights -Helping Hands Club -Dairy Queen Night -Parent volunteers -Wednesday watchdogs				
3) Partner with local organizations for support and reinforcement of positive school and community relationship building (mentoring, weekend snack packs).		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				
							


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 and teacher planning 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 Pirate Time (enrichment). Teachers will be allowed 105 minutes to plan together during the school day every two weeks during PLCs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.		Principal, AP, Instructional Interventionist, Teachers	Enrichment schedule for Friday Genius Hour. Written feedback in Genius Hour journal from students regarding Genius Hour activities, academic growth due to focused instruction during Enrichment (RtI, GT, MTA, Tiered instruction).				
2) Implement team preparation/grade level planning and campus professional development during early release days (end of each grading period).		Principal, AP, CLT, teachers and staff	Sign in sheets, Agendas, District calendar, teacher feedback regarding professional development needs, Instructional Specialist will assist in planning PD days at beginning of each six weeks.				




✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

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 Genius Hour on Friday to spark interest in different passion projects. Teachers will have the option of choosing to sponsor a Genius Hour if they choose. Genius Hour focuses on authentic play and structured independence.

Evaluation Data Source(s) 2: Students will provide feedback at the end of the year regarding Genius Hour. Staff members will visit an elementary campus in Keller ISD to view Genius Hour in action.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus Leadership Team meets regularly with administration (4-6 times per year) regarding the professional development needs of the campus.		Principal, AP, CLT 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.		Principal, AP, IS	Walkthroughs, Tier 3 RTI tutoring during Pirate Time, common assessments, summative tests, meeting agendas from Instructional Specialist team meeting, data from teachers showing student growth.				
3) 3) Students will be given personal choice regarding the Genius Hour in which they participate on Fridays.		Teachers, Instructional Specialist, Principal, Assistant Principal, Counselor	Feedback regarding Genius Hour projects and activities conducted, sign in sheets to know which GH students attended.				
							

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. Teachers are expected to use the available technology in their instruction.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Books and Bytes Training for Teachers, Technology Tuesday tips and reminders from Librarian		Principal, Campus Technology Committee, Librarian, Assistant Principal, IS, Counselor (internet safety lessons)	Sign In Sheets, documented classroom technology activities, Faculty Meeting updates provided by Librarian, Bright Bytes survey information, technology lessons covered by Librarian				
2) Teachers will attend GISD Technology Department summer training and after school technology sessions.		Principal, Technology Department, Librarian, IS, Assistant Principal	Sign In Sheets, Granbury Appraisal system documentation in Eduphoria showing training attended by each staff member.				
3) Teachers will complete campus level proficiencies on current devices and software. Proficiencies are developed by the campus technology committee		Principal, Technology Committee, Teachers, IS, AP	Completed proficiencies and GAP documentation, sign in sheets				
<p>Critical Success Factors CSF 7</p> 4) Campus Technology Committee reps will attend TCEA Conference and train campus staff on new information regarding technology.		Technology Committee, Librarian, Principal, IS, AP	Conference Training Schedule and follow up training documentation. Employee will provide documentation of workshops attended each day while at TCEA.				

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	ELEMENTS	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		Principal, Librarian, Counselor, AP, IS	Librarian log, reduced number of bullying reports related to technology, acceptable use policy for electronics usage on days where student personal phones/electronics are allowed.				

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

Summative Evaluation 3:


Strategy Description	ELEMENTS	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)		Principal, Librarian, Technology Committee, AP, IS	Classroom walk-throughs, GAP				
2) Teachers will use a variety of applications to improve student performance. (Examples: Brain Pop, Istation, Prodigy, Education Galaxy, Motivation Math, Go Math, Type to Learn, typing.com)		Principal, Librarian, Technology Committee, Teachers, IS, AP	Student usage reports, RtI Documentation Reports, State Assessment Data-TELPAS/STAAR, increased performance on STAAR and district assessments.				
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.		Principals, Librarian, Technology Committee, Teachers, IS, AP	Classroom walkthroughs, GAP, project evaluations, PBL student presentations, approved technology projects during Genius Hour				
							

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	ELEMENTS	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.		Principal, AP, Counselor, Nurse and Teachers	Comprehensive list of known resources and services available in Granbury and the surrounding areas.				
2) Revisit and implement campus procedures for all staff members on referral process for families in need.		Principal, AP, Counselor, Nurse, Teachers and staff	Resource list, agendas, sign in sheets for required CPS training, 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 guest speakers, webinars, and field trips to expose students to different learning opportunities. Each grade level will be expected to have one field trip per semester. Counselor will host Career Day in February using members of the community.

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers utilize parents and community members to bring real-world connections and enhance academic learning to students.		Principal, AP, Counselor, Teachers, IS	Lesson Plans, Speaker Schedules, current events topics, Career Day schedule and feedback from students about Career Day.				

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. Use campus Instructional Specialist to lead staff trainings.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Utilize Campus Leadership Team to generate ideas/needs for staff development		CAC, CLT Lead Teachers, Principal, Assistant Principal, Instructional Specialist	Teacher satisfaction regarding professional development, implementation of professional development strategies, usage of Region 11 and curriculum specialists on PD days, hiring speakers (Kevin Tutt) to present information from Brawner's CNA.				
							

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 an opportunity to blog and comment on questions from "The Essential 55", which is our book study for 2018-19.

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Use electronic avenues to respond to Essential 55 blog		Principal, Assistant Principal, IS	More use of social media by all teachers.				

State Compensatory

Budget for Brawner Intermediate School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 e 11 6118 00 108 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$6,345.00
6100 Subtotal:		\$6,345.00
6300 Supplies and Services		
199 e 11 6395 MM 108 0 24 000	6311 Gasoline and Other Fuels for Vehicles	\$5,000.00
6300 Subtotal:		\$5,000.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sandy Ruiz	Instructional Specialist	Title I	1